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NATIONAL ASSOCIATION FOR PARENTS OF THE VISUALLY IMPAIRED INC.

FIVE YEAR REPORT TO

THE AMERICAN FOUNDATION FOR THE BLIND

1979 THROUGH 1984

The National Association for Parents of the Visually Impaired Inc. (NAPVI) is perhaps the most significant development in the field of blindness during the past five years. The initiative of the American Foundation for the Blind in 1979 to aid development of this organization has grown into the most widely recognized and respected organization for parents of visually impaired children in the United States. For the first time an organization of, by and for parents offers a program of support, information and service to parents of visually impaired children without regard to the age or degree of visual impairment of their child(ren). This broad base provides an opportunity for parents to improve services to visually impaired children on a national level and contributes significantly to efforts of other groups in pursuit of resources for the benefit of the blind and visually impaired.

Though still in its infancy, NAPVI has already made significant progress toward assisting parents to cope with the complex problems of providing care and education for their visually impaired children. NAPVI's goals are: (1) to provide assistance in the development of local, state and regional parent groups so that all parents of visually impaired children will have access to

emotional support from other parents; (2) to provide information to parents about how to obtain quality services for their children and provide information to professionals and the public about the needs of families with visually impaired children; and (3) to provide services which will assist parents to become advocates and case manangers for their children.

What follows is a brief description of the accomplishments of NAPVI from 1979 through 1984. Each section describes activities for this time period in general chronological order with appendices giving statistics and products of the activities. The areas described are: organizational history, membership, publicity, administration, facilities and equipment, services, fund raising, future plans.

ORGANIZATIONAL HISTORY

In the spring of 1979 approximately 20 parents from across the United States were invited to meet with staff of the American Foundation for the Blind to investigate the possibility of organizing a national parent group for the visually impaired. This meeting occurred May 9-10 in St. Louis, Missouri. Mr. William F. Gallagher, executive director of AFB and Dr. Susan J. Spungin, national consultant on education, met with this group of parents and asked two significant questions: (1) Is there a need for a parent group for the blind and visually impaired similar to organizations for other groups of handicapped children e.g. United Cerebral Palsy, Association for Retarded Citizens, etc? and (2) If there is a need, is it possible to have such an organization? The discussion which followed led to a survey of parents to determine if such a need existed and to investigate other organizations to determine if parents of the visually impaired could benefit from a national organizational structure. The survey questionnaire was written and questions

which needed answers were formulated. It was agreed that following the survey the group would meet again to evaluate the results and determine if further action should be taken.

The agreed upon follow-up meeting was held in New Orleans, Louisiana November 16-17, 1979. The results of the survey were somewhat overwhelming in that more than twice as many survey forms were returned than had been sent out. As there was no national parent "list", parents who received the survey form were invited to duplicate it and distribute it to others they knew. Almost without exception a need for a national organization was indicated. Parents from rural areas were particularly interested in more contact with other parents. A newsletter was thought to be of value and in general many words of encouragement to organize a national parent group were received. A need for a national group seemed to be indicated. The information collected from other national organizations was compared to determine what aspects of each might be of benefit to parents of visually impaired children. Selected aspects of each were listed as desirable to the group or not desirable. Also at that meeting Mrs. Gretchen Smith, president of the American Council of Blind Parents, met with the group and a considerable amount of discussion centered on becoming a part of the American Council of the Blind or other blind consumer groups.

The final conclusions were: (1) that a national parent group should be established, (2) that this should be a separate and broad based group open to all parents of blind and visually impaired children (3) that the group then assembled should organize for the purpose of creating a national organization of parents of blind and visually impaired children. The remainder of the time was spent formulating the basic constitutional outlines in order to form the National Association for Parents of the Visually Impaired. Officers and

committees were selected from the original ad hoc committee, an annual meeting date was set, and plans were made to incorporate. The American Foundation for the Blind pledged to provide technical support from its staff and to seek approval from the AFB Board of Directors to provide some financial support. AFB's sponsoring financial support of these first two meetings was the only way that this group was able to begin the important work of establishing NAPVI.

During February of 1980, formal bylaws were written and application for a non-profit corporate charter were submitted in the State of Texas. The corporate charter was granted March 5, 1980. Bylaws and corporate papers were then submitted to the Internal Revenue Service for tax exempt status as a 501 (c)(3) type organization. Required revisions and additions to the bylaws were filed on November 19, 1980 and resubmitted. Provisional tax exempt status was granted for a five-year period ending August 31, 1985. This was received December 23, 1980. (See Appendix A.)

While the formal organization had been accomplished by late 1980, only one board meeting (the ad hoc committee meeting of November, 1979) had been held. It remained the task of the Board, through policy resolutions, to determine how and when elections and rotation of board members should take place, to establish bank accounts, to begin membership and fund raising activities and in general become a functioning entity.

MEMBERSHIP

Each year has seen continued growth through the numbers of people who have participated in NAPVI. (See Appendix B "Membership".) During the five years 1,206 families have been members. Membership for 1984 reached 621 paid memberships. The total membership included 62 percent parents, 1 percent

parent groups, 4 percent supporting memberships and 6 percent agency/community group memberships. While paid membership is the only absolute statistic of record, it is certain that the impact on families has been far greater. For example, many of the agency memberships represent activities of agency staff with parents. During 1984 13 schools for the blind accepted an offer from NAPVI to distribute a special edition of AWARENESS dealing with the multihandicapped. More than 500 copies were sent out. Parent groups which have taken a group membership but who have not yet begun the affiliation process also represent many parents rather than the single paid membership.

NAPVI is unable to acquire lists of parents from agencies in order to mount a direct parent to parent membership campaign. While many thousands of pieces of literature have been sent to agencies and individuals, it is difficult to convey the benefits of this organization via pamphlets, newsletters, etc. There is no control over how the materials are presented nor even any guarantee that the materials actually get into the hands of parents.

NAPVI has established five affiliate chapters in California, Pennsylvania, New York, Ohio, and Nebraska. Others have made inquiry regarding affiliation during the past several months as a result of board member appearances at state and national meetings. Early attempts to attract and provide services to affiliates were clumsy and adequate follow-up was not provided. Recent revisions in affiliate procedures will provide a more attractive and fruitful affiliate program. (See Appendix B.)

The one aspect of membership which can and has been improved for the 1984 year is the percentage of renewals. Increasing the numbers of parents who renew their membership will bring a great increase in the organization's

membership growth. As might be expected in any organization, membership is likely to grow in proportion to the services rendered. Now that much of the mechanics of organization and workable affiliate procedures are in place, more time can be spent providing services which will also contribute to increased membership.

ADMINISTRATION

Throughout the five years of NAPVI's existence, growing toward a well run, independent organization has been a steady trend. Beginning with the total support of AFB for program direction and fiscal management during late 1979 and 1980, the responsibility for planning programs and deciding what steps the organization needed to take for future success has gradually shifted to the NAPVI's Board of Directors and officers. Other signs of progress toward a successful organization include: establishing banking operations which account for funds and take opportunity for interest earnings, 1980; contracting for part-time secretarial services, 1983; establishing written job descriptions and office procedures, 1983; contracting with a professional fund raiser, 1983; moving the operations from the home of a member to an office, 1984; and establishing telephone listings and acquiring equipment, 1984. Perhaps the most crucial development in administration is the development of a three-year plan and budget, 1984. The goals and activities outlined provide the structure for continued growth toward meeting the unique needs of parents of visually impaired children. (See Appendix C.)

The vital role of providing an efficiently operated office is only partially complete. The services of a part-time secretary only provide for answering correspondence and minimal membership services. The amount of

increase will soon dictate full-time secretarial services. There was a 41 percent increase in the amount of correspondence excluding newsletter mail out. (3,528 mailings in fiscal 1983 and 4,983 in fiscal 1984). Development of new programs and services and all planning, budgeting, fundraising, publicity, and other programmatic functions are still accomplished on a volunteer basis by the executive director, officers and board of directors. The limited time and resources of these individuals slows the growth of the organization's services. It should be pointed out that the officers and Board are extremely dedicated to this organization and many have donated untold amounts of their own resources for phone calls, postage, travel and time. Given the conditions of financial stress and demands of family living inherent to parents of visually impaired children, the amount contributed and NAPVI'S progress toward independence has been truly amazing.

SERVICES AND ACTIVITIES

Board Meetings: The foregoing descriptions of organizational development have been accomplished through only a few meetings of the Board of Directors. These meetings have usually been held in conjunction with a workshop for parents in order to reduce costs. The goal of these workskhops has been to encourage establishment of a NAPVI/affiliated parent group. In addition to the meetings held in St. Louis, Missouri and New Orleans, Louisiana, board meetings were held in Omaha, Nebraska; Charleston, South Carolina; Austin, Texas; St. Louis, Missouri; Orlando, Florida and Austin, Texas. In addition, two executive committee meetings were held in Austin in July of 1983 and July of 1984. The executive committee meetings have been valuable in planning and making the meetings of the full board more productive.

Workshops: Parent workshops have been held in many parts of the country.

Also, Board members have been invited to speak and/or conduct meetings with parents in many areas. The list of cities includes:

Omaha	1981
San Francisco	1981
Tucson	1981
Los Angeles	1982
Phoenix	1982
Pittsburgh	1982
Birmingham	1982
Binghamton	1983
Columbus	1983
Salem	1983
New York	1983
Iowa City	1983
Dallas	1983
Houston	1983

While NAPVI has either sponsored or been invited to these cities the Board members have been invited to numerous other meetings of other organizations e.g., the American Council of the Blind Convention, the Leadership Seminars sponsored by the University of Michigan, the preschool division of AERVI. Board members also participate on other boards and commissions, for example, the Wisconsin Council on Services to the Blind, the National Developmental Disabilities Council, The California Joint Action Committee, The Texas Commision for the Blind Consumer Advisory Council, American Foundation for the Blind Advisory Committee on the Early Years, Texas Early Childhood Task Force, as well as numerous local organizations. In short, the members of the Board of Directors have had impact on a national level including participation in the national effort to preserve PL 94-142. Through these efforts NAPVI is on its way to being recognized as THE organization for parents of visually impaired and blind children.

Perhaps the most far-reaching service has been the publication of AWARENESS, NAPVI's quarterly newsletter and four resource books: Take Charge, A Library Resource Guide for Teachers of the Visually Impaired, How to Pack 'Em

In, and Parents to the Rescue. These publications, along with membership brochures, fact sheets, reprints, publication lists, and one special edition of the Newsletter, "Why Join NAPVI", have spread the NAPVI logo throughout the United States and even brought many requests for more information from foreign countries as far away as Malasia and Austrailia. A new publication, Your Child's InFORMation Journal, is ready for publication as soon as funds permit. One notable shift has taken place in the use of publications. In 1980 the newsletter was chiefly a vehicle for publicity; and then has become a benefit of membership. Today it is a direct source of information about NAPVI at meetings and conventions as well as a vital link between parents across the country.

As impressive and visible as these meetings and publications are, the real heart of NAPVI service has been being able to help individual parents find the resources they need to help care for and provide education for their visually impaired children. "Our daughter/son is blind; can you tell me... " are the key words found in many letters which come to the NAPVI office. Such inquiries have ranged from where to find services to technical information about rare eye diseases. Often the question is "Can you tell us of other parents who have a child like ours?" "Is there a parent group in our area?" and, "How can we start a group?" A concentrated effort has been made to give personal attention to each inquiry. This has become ever more difficult as the volume has increased. (See Appendix E.) Information is given freely to members and nonmembers. Nonmembers are given opportunities to find out more about NAPVI and invited to become members. Most (approximately 80 percent) of NAPVI's financial resources are spent for the costs of providing publications, information services and workshops.

FUNDING

As mentioned previously, without the initial funding and support of the American Foundation for the Blind this organization would not have had an opportunitiy to develop. Continued funding from AFB has remained the chief means of support. However, it has been recognized from its inception that NAPVI must be able to generate funds of its own if it is to reach its potential for service to all parents of visually impaired children. It is further understood that the population to be served by NAPVI is already under economic stress because of the expenses of medical treatment and of special equipment and training needed by the visually impaired or blind child. NAPVI's progress toward increasing financial independence has been steady but slow.

Income from 1979 to 1984 and the relationship to AFB funding is shown below.

Year	1979	1980	1981	1982	1983	1984
NAPVI	$500	$1,527	$ 4,445	$ 7,525	$ 8,554	$14,870
AFB	unknown	unknown	$18,000	$18,000	$20,000	$22,000

Sources of income other than AFB include: membership dues, sale of publications, meeting registration fees and contributions.

Various attempts have been made to acquire funding. These have included direct solicitation of individuals, many letters to companies and corporations, a few proposals to foundations, a direct mail appeal to members and a raffle. Each of these has yielded some income but mostly only a few hundreds of dollars net income. The most intensive efforts have been during 1983 and 1984. After some investigation, a professional fund raiser was hired in the hope that this

individual and his company could help plan long-range funding programs and raise funds for immediate projects. Such a move was necessary because of the lack of experience in fund raising among the Board members and because of the lack of time and financial resources needed to engage in large-scale funding activities. Initial efforts included a direct mail appeal to members, followed by proposals to foundations for particular NAPVI projects. These efforts have not yet had time to produce the success hoped for. Efforts are continuing to secure both short and long range funding. Maintaining and expanding services is absolutely dependent on increased funds.

FUTURE GOALS

The ultimate goal of NAPVI is to provide an organization for approximately 12,000 families with support services which meet their needs in eight areas. The eight need areas are:

-- The need for emotional support and relief from feelings of isolation felt when their child is blind or seriously impaired.

-- The need for information so that they can make better decisions about care, education and treatment for their children.

-- The need for training and assistance in establishing local, state or regional parent groups.

-- The need for assistance in understanding how to find and use resources that are available to them.

-- The need for united effort to acquire and maintain quality services for all blind and visually impaired children.

-- The need to communicate and share expertise and empathy which provides encouragement and help.

-- The need for communicating their expectations to federal, state and local service agencies in a constructive manner.

-- The need to feel their children are accepted as worthwhile individuals.

Specific objectives for fiscal 1985 through fiscal 1987 have been developed. (See Appendix C.) During the November, 1984, board meeting priorities were established which allow for orderly implementation of this plan as funds become available. In general, this means maintaining current levels of services including: publishing AWARENESS, maintaining office functions for membership and board activities, conducting workshops and making information available to parents. Specific costs and budgets are included.

A major thrust of the plan is to hold a national conference for parents of the visually impaired in the fall of 1986. This conference is designed to produce additional written and audio-visual materials for future service projects as well as to attract increased membership. This, so far as we know, will be the first conference specifically for parents of the visually impaired in the United States. We hope to gain the support of many agencies and organizations for this effort. Plans are being completed for this activity at the present time and will be disseminated early in 1985.

SUMMARY

Nothing worthwhile is ever acheived without effort or without support from many sources. NAPVI's accomplishments are no exception. Without the support of AFB, parents would never have had the opportunity to consider how they might support one another. Without the dedication of the Board of Directors, none of the activities would have laid a foundation for growth and services vitally needed by parents of visually impaired children. Many parents and professionals have contributed time and other resources to help NAPVI. While the organization has not been able to serve more than a few thousand people in a very small way, the structure and procedures are in place to provide these

services. Having services available to parents is the key to attracting membership to NAPVI. The process of developing structure and long-term goals, the things which will assure that NAPVI has future direction, has been a deliberate one. This course, however, has produced a greater opportunity for long-term success. NAPVI is not without competition for members and resources and must continue to build its services. Thanks to the American Foundation for the Blind, NAPVI is in an excellent position to be of service. With continued support and with encouragement from parents, NAPVI is resolved to continue to offer support, information and service.

APPENDIX A

STATE CERTIFICATE OF INCORPORATION

AMENDED CORPORATE CHARTER

INTERNAL REVENUE SERVICE NOTICE OF EXEMPTION

BYLAWS

Non-Profit

The State of Texas

SECRETARY OF STATE

CERTIFICATE OF INCORPORATION
OF

NATIONAL ASSOCIATION FOR PARENTS OF THE VISUALLY IMPAIRED, INC.

The undersigned, as Secretary of State of the State of Texas, hereby certifies that Articles of Incorporation for the above corporation duly signed and verified pursuant to the provisions of the Texas Non-Profit Corporation Act, have been received in this office and are found to conform to law.

ACCORDLINGLY the undersigned, as such Secretary of State, and by virtue of the authority vested in him by law, hereby issues this Certificate of Incorporation and attaches hereto a copy of the Articles of Incorporation.

Dated MARCH 5, 19 80

G. W. Strake Jr.
Secretary of State

THE STATE OF TEXAS

Non–Profit

The State of Texas

SECRETARY OF STATE

CERTIFICATE OF AMENDMENT

OF

NATIONAL ASSOCIATION FOR PARENTS OF
THE VISUALLY IMPAIRED, INC.

CHARTER NO. 509716-1

The undersigned, as Secretary of State of the State of Texas, hereby certifies that Articles of Amendment to the Articles of Incorporation of the above corporation duly signed and verified pursuant to the provisions of the Texas Non-Profit Corporation Act, have been received in this office and are found to conform to law.

ACCORDINGLY the undersigned, as such Secretary of State, and by virtue of the authority vested in him by law, hereby issues this Certificate of Amendment to the Articles of Incorporation and attaches hereto a copy of the Articles of Amendment.

Dated NOVEMBER 19, 1980

Secretary of State

Internal Revenue Service
District Director

Department of the Treasury

Date: 23 DEC 1980

Employer Identification Number:
74-2095442
Accounting Period Ending:
August 31
Foundation Status Classification:
Form 990 Required
Advance Ruling Period Ends:
August 31, 1985
Person to Contact:

Contact Telephone Number:
(214) 767-2728
EE:EO:7215:AS
DAL: EO:80-3139

National Association For Parents Of
The Visually Impaired, Inc.
2011 Hardy Circle
Austin, TX 78757

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code.

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably be expected to be a publicly supported organization described in section 509(a)(2)

Accordingly, you will be treated as a publicly supported organization, and not as a private foundation, during an advance ruling period. This advance ruling period begins on the date of your inception and ends on the date shown above.

Within 90 days after the end of your advance ruling period, you must submit to us information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, you will be classified as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, you will be classified as a private foundation for future periods. Also, if you are classified as a private foundation, you will be treated as a private foundation from the date of your inception for purposes of sections 507(d) and 4940.

Grantors and donors may rely on the determination that you are not a private foundation until 90 days after the end of your advance ruling period. If you submit the required information within the 90 days, grantors and donors may continue to rely on the advance determination until the Service makes a final determination of your foundation status. However, if notice that you will no longer be treated as a section 509 (a)(2) organization is published in the Internal Revenue Bulletin, grantors and donors may not rely on this determination after the date of such publication. Also, a grantor or donor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act that resulted in your loss of section 509(a)(2) status, or acquired knowledge that the Internal Revenue Service had given notice that you would be removed from classification as a section 509(a)(2) organization.

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. Also, you should inform us of all changes in your name or address.

Generally, you are not liable for social security (FICA) taxes unless you file a waiver of exemption certificate as provided in the Federal Insurance Contributions Act. If you have paid FICA taxes without filing the waiver, you should call us. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the excise taxes under Chapter 42 of the Code. However, you are not automatically exempt from other Federal excise taxes. If you have any questions about excise, employment, or other Federal taxes, please let us know.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

You are required to file Form 990, Return of Organization Exempt from Income Tax, only if your gross receipts each year are normally more than $10,000. If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. The law imposes a penalty of $10 a day, up to a maximum of $5,000, when a return is filed late, unless there is reasonable cause for the delay.

You are not required to file Federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T. In this letter, we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

R. C. Voskuil
District Director

rw

BYLAWS

OF THE

NATIONAL ASSOCIATION FOR PARENTS OF THE VISUALLY IMPAIRED, INC. ("NAPVI")

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BY-LAWS

OF THE

NATIONAL ASSOCIATION FOR PARENTS OF THE VISUALLY IMPAIRED, INC.

("NAPVI")

ARTICLE I OFFICES

The principal office of this organization and corporation, the National Association for Parents of the Visually Impaired, Inc. (NAPVI), shall be located in the City of Austin, County of Travis. The NAPVI may have such other offices, either within or without the State of Texas, as the Board of Directors may determine or as the affairs of the organization may require from time to time.

The NAPVI shall have and continuously maintain in the State of Texas a registered office, and a registered agent whose office is identical with such registered office, as required by Texas Non-Profit Corporation Act. The registered office may be, but need not be, identical with the principal office in the State of Texas, and the address of the registered office may be changed from time to time by the Board of Directors.

ARTICLE II BOARD OF DIRECTORS

Section 1. (General Powers) In accordance with the provisions of the NAPVI's articles of incorporation, the requirement of these bylaws, and such policies as might from time to time be duly prescribed by the organizations's voting membership, the affairs of this corporation shall be managed by its Board of Directors. Directors need not be residents of Texas.

Section 2. (Number, Tenure and Qualifications) The number of directors shall be eleven (11) and shall consist of an executive committee composed of the officers described in Article III of these bylaws, one representative from each of the six (6) distinct organizational regions of the United States recognized as an organizational region by the NAPVI, and one (1) member at large.

Individuals serving as directors by virtue of their election to the offices described in Article III of these bylaws shall serve as directors for terms concurrent with their service in the NAPVI offices described in Article III. Those directors representing the six NAPVI organizational regions and the director serving as a member at large shall serve a three (3) year term.

All individual directors serving as officers of the NAPVI shall be Class A members as defined in Article IV of these bylaws. All other members of the board shall be Class A members of the NAPVI.

In the event of a vacancy on the Board of Directors by reason

of death, incapacity, resignation, or abandonment, the vacancy shall be filled by appoiontment by the president, with approval of the board, for the duration of the unexpired term.

The president of the organization shall serve as chairman of its Board of Directors.

Section 3. (Regular Meetings) A regular annual meeting of the board of directors shall be held without other notice than this by-law during the first weekend of each November (unless a different date is established by the directors.

If such regular annual meeting is not held at the said time and place, then it may be held at a later date by resolution of the Board of Directors designating another time and place for such meeting. The Board of Directors may provide by resolution the time and place, at any place within any state of the United States or within any nation contiguous to the continental United States, for the holding of additional regular meetings of the Board without other notice than such resolution.

Section 4. (Special Meetings) Special meetings of the Board of Directors may be called by or at the request of the president or any four directors. The person or persons authorized to call special meetings of the Board may fix any place as the place for holding any special meeting of the Board called by them. Special meetings of the Board of Directors may also be held at any time an place by four fifths (4/5) consent in writing of the Board of Directors.

Section 5. (Notice) Notice of any special meeting of the Board of Directors shall be given at least thirty (30) days

previously thereto by written notice delivered personally or sent by mail or telegram to each director at his address as shown by the records of the organization. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. If notice is given by telegram, such notice shall be deemed to be delivered when the telegram is delivered to the telegraph company.

Any director may waive notice of any meeting. The attendance of a director at any meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objection to the transaction of any business because the meeting is not lawfully called or convened.

Neither the business to be transacted at, nor the purposes of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specificaly required by law or by these bylaws.

Section 6. (Election) A Director shall be elected by mail ballot by the voting membership of their region preceding the annual meetings at which the terms of office of members of the Board of Directors are to become effective. A director at-large representing the entire memberhip shall be elected by the voting membership by mail ballot preceding the annual meeting at which the term of that office shall become effective. The initial board of directors shall first be designated in the NAPVI's Articles of Incorporation to serve on an interim basis until the membership of the first elective Board of Directors can be determined by the elective process established by the initial board of directors.

Section 7. (Quorum) Five or more members of the Board of Directors shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Directors scheduled and held in accordance with these bylaws; but if less than a quorum of the directors are present at said meeting, a majority of the directors present may adjourn the meeting from time to time without further notice.

Section 8. (Proxies of Absent Directors) A member of the Board of Directors who is unable to be in personal attendance at a regular or special meeting of the Board may, by written proxy, authorize a member of the Board who will be in attendence to act and vote in the place and stead of the absent member of the Board of Directors, but no member of the Board attending any meeting of the NAPVI's Board of Directors shall be allowed to act in the capacity of proxy for more than two (2) absent members of the Board of Directors.

Section 9. (Manner of Acting) The act of a majority of the directors present at a meeting for which a quorum exists shall be the act of the Board of Directors, unless the act of a greater number is required by law or by these bylaws.

Section 10. (Compensation) Directors as such shall not receive any compensation for their services but may, if the resources of the organization allow, by resolution authorize their reimbursement for travel or other necessary out-of-pocket expenses occasioned by their services as directors. Nothing herein contained, however, shall be construed to preclude any director from serving the corporation in any other capacity and receiving

compensation therefore.

Section 11. (Informal Action by Directors) Any action required by law to be taken at a meeting of directors, or any action which may be taken at a meeting of directors, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the directors.

Section 12. (Meetings by Telephone Conference Calls) In urgent or emergency situations wherein it is not feasible, possible, or practical for the Board of Directors to assemble for a special meeting, binding action may be taken upon a vote cast as part of a meeting held via a telephone conference call involving a majority of the Board.

The secretary of the organization shall keep minutes or a taped recording of matters discussed and voted on during a meeting conducted by telephone conference call and shall cause this information to be distributed by mail to all members of the Board not less than ten (10) days next following the date on which a special meeting is held by telephone conference call.

Action voted or taken pursuant to a telephone conference call may be amended or rescinded only upon the written protest of six (6) members of the Board, expressed to the president within twenty (20) days next following the date of the meeting held by telephone conference call. In the absence of such written protest timely offered, the action voted or taken pursuant to the telephone conference call shall be deemed a final, official, and authorized act of the NAPVI.

The acceptance of any individual of a term on the Board of

Directors shall be deemed that individual's consent to the recording of any meeting held through a telephone conference call.

Section 13. (Recall) Removal of individual members of the Board of Directors may be initiated by a petition of ten per cent (10%) of the eligible Class A membership. Within thirty (30) days of receipt of such petition the nominations committee will certify the petition and declare a recall election if required. A mail ballot election by eligible Class A Members will be held within thirty (30) days of certification. Removal from office will occur if two thirds (2/3) of the eligible voters cast ballots in favor of the recall.

ARTICLE III OFFICERS

Section 1. (Officers) The officers of the NAPVI shall be a President, a Vice President, a Secretary, and a Treasurer. These four officers shall comprise the Executive Committee.

Section 2. (Election and Term of Office) Except for the initial officers who shall be elected by the initial Board of Directors, officers shall be elected by the voting membership of the NAPVI by mail ballot.

Officers elected by the voting membership of the NAPVI shall assume office at the termination of the annual meeting held in the odd numbered years and shall serve for a period of two years or until the next election. No individual may, however, occupy the same office for more than two consecutive terms.

Section 3. (Eligibility) Officers shall be elected from among individuals who are Class A members, as defined in Article IV of these bylaws, and who have served at least one year on the Board of Directors of the NAPVI.

Section 4. (Vacancies) A vacancy in any office because of death, incapacity, resignation, abandonment, or otherwise, may be filled by the President, with approval of the Board of Directors for the unexpired portion of the term.

Section 5. (Abandonment) In the event that any officer without good excuse or sufficient cause frequently and unreasonably fails to carry out responsibilities of office as defined in this Article III, or with frequency fails or refuses to

carry out his responsibilities as an officer and director, a majority of the Board of Directors may in its sound discretion declare the office of such individual abandoned and thereby vacated. Such determinations of abandonment shall, however, be subject to the voting membership's review. Recision by mail ballot within thirty (30) days of notification of the membership by written notice requires 10 per cent of those eligible to vote.

Section 6. (President) The President shall be the principal executive officer of the NAPVI, shall represent the organization before meetings or conferences, or hearings involving issues germane to the interests of visually impaired persons, shall serve as the chairman of the organization's Board of Directors, and shall in general supervise and control all of the business affairs of the NAPVI in the corporate capacity.

With the advice and consent of the other elected officers, the President shall be endowed with the authority and duty to appoint members of the standing committees required by these bylaws, and may from time to time constitute such special committees as might be deemed necessary or advisable.

The President may call such special meetings of the Board of Directors or of standing or special committees as might be deemed appropriate.

With the Secretary or any proper officer of the NAPVI authorized by the Board of Directors, the President may sign such grant applications, contracts, solicitations for donations, or other instruments which the Board of Directors has by specific or general action authorized to be executed, except in cases where

the signing and execution thereof shall be expressly delegated by the Board of Directors or these bylaws or by statute or governmental regulation to some other officer or agent of the NAPVI; and in general the President shall perform all duties incident to the office of president and such other duties as may be prescribed by the Board of Directors from time to time.

Section 7. (Vice President) In the absence of the president or in the event of his inability or refusal to act, the Vice President shall perform the duties of the President and, when so acting, shall have all the powers of and be subject to all the restrictions upon the President.

The Vice President shall also perform such other duties as from time to time may be assigned to him by the President or by the Board of Directors.

In the event that the office of president becomes vacant, the Vice President shall assume the office of President for the unexpired term and a new Vice President, meeting criteria of Ariticle III, Section 3, shall be appointed by the President with approval of the Board.

Section 8. (Secretary) The Secretary shall keep the minutes of the meetings of the Board of Directors and of the annual business meeting of the NAPVI membership, ensuring that same are properly maintained and bound in a good, orderly, and business-like manner.

The Secretary shall be responsible for organizational correspondence and shall ensure that all notices are duly given in accordance with the provisions of these bylaws or as required by

law.

In order that a full, complete, permanent, and central repository of all written materials to or from the NAPVI might be established and maintained, it shall be the duty of the secretary to forward to the organization's principal office a true an correct copy of each instrument, document, or letter forwarded to or by the NAPVI, including correspondence exchanged by officers and directors for or on behalf of the organization.

With the President or other proper officer or agent authorized by the Board of Directors, the Secretary shall sign such grant applications, contracts, solicitations for donations, or other instruments binding upon the NAPVI which the Board of Directors has by specific or general action authorized to be executed.

The secretary shall be the custodian of the NAPVI's corporate records and shall cause such records (whether as original copies or as true and correct duplicate originals) to be timely transferred to the individual assuming the next term of office as Secretary.

It shall be the duty of the Secretary to keep a register of the post office address of each officer and director, which post office address shall be furnished to the Secretary by each office and director; and the Secretary shall in general perform all duties incident to the office of Secretary and such other duties as might from time to time be assigned by the President and the Board of Directors.

Section 9. <u>(Treasurer)</u> It shall be the duty of the

Treasurer to prepare and to distribute at least twenty (20) days prior to the regular annual meeting of the Board of Directors a recommended annual operating budget, for the Board's review and approval or revision.

The Treasurer shall be responsible for maintaining proper records of all funds raised and disbursed by the NAPVI, and for summarizing such records in true and correct reports to the Board of Directors and to the membership.

It shall be the responsibility of the treasurer to ensure that tax returns required of the NAPVI are appropriately prepared and timely submitted.

The treasurer shall have charge and custody of and be responsible for all funds, securities, or other tangible assets (or instruments evidencing ownership of tangible assets) of the NAPVI; and shall receive and give receipts for moneys due and payable to the NAPVI from any source whatsoever, and shall deposit all monies in the name of the NAPVI in such banks, trust companies or other depositories as the Treasurer might determine appropriate or as the Board of Directors might by resolution decree; and shall in general perform all the duties incident to the office of treasurer and such other duties as from time to time may be assigned by the President or by the Board of Directors.

If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his duties in such sum and with such surety or sureties as the Board of Directors shall determine.

Section 10. <u>(The Executive Committee)</u> The Executive

Committee shall meet from time to time to develop the budget, make recommendations to the Board of Directors regarding activties, policy, personnel, and other actions requiring approval of the Board of Directors in accordance with Article II Sections 11 or 12.

Section 11. (The Immediate Past President) The Immediate Past President, in good standing, will serve as ex-officio member of the Board of Directors and the Executive Committee for one (1) full year, attending at the NAPVI's expense.

Section 12. (Delegation) At such time as when the resources of the NAPVI might allow the employment of paid staff, the Board of Directors may authorize the delegation to such employees of any duty or responsibility otherwise placed by these bylaws with elected officers, except responsibilities for the formulation of policy and the evaluation of organizational effectiveness in executing and carrying out established policies.

Section 13. (Recall) Removal of officers may be initiated by a petition of ten per cent (10%) of the eligible Class A membership. Within thirty (30) days of receipt of such petition the nominations committee will certify the petition and declare a recall election if required. A mail ballot election will be held within thirty (30) days of certification. Removal from office will occur if two thirds (2/3) of the eligible voters cast ballots in favor of the recall.

ARTICLE IV MEMBERSHIP

Section 1. (Classes of Membership) The NAPVI shall have five (5) classes of membership:

(1) Class A - Family

Eligibility for Class A membership extends to any parent, guardian, custodian, brother or sister, or other individual having a similarly close interpersonal relationship with a visually impaired child or youth.

Once eligibility for Class A membership has been established, eligibility continues notwithstanding the death of, visual restoration of, or attainment of age of majority of the visually impaired child or youth.

(2) Class B -Community Groups and Agencies

Eligibility for Class B membership extends to any reputable and established parental group or organization having an interest in, affinity for, or basic responsibility to contribute toward the general accomplishments of the NAPVI's purposes, goals, and objectives.

(3) Class C - Associates

Eligibility for Class C membership extends to any

support person or paraprofessional or professional working within any field or acumen pertinent to visual disability, students preparing for entry into fields dealing with the problems incident to visual disability, lay persons or volunteers serving in any agency or organization of setting or initiative relevent to treatment or amelioration of problems inherent in visual disability, to concerned friends of visually impaired children or youth or of the families of or agencies serving such children or youth, and to other individuals situated in roles or capacities similar to the foregoing.

(4) Class E - Contributing

Eligibility for Class E membership extends to major facilities, professional organizations, the more substantial service agencies, the better established consumer or advocacy organizations, business organizations providing substantial and specialized services to persons with visual disablities, governmental organizations of broad scope and responsibiity, and other entities of individuals interested in and so situated as to contribute sustainingly to NAPVI's pursuit and accomplishment of its purposes, goals, and responsibilities.

There are three cateories of Class E Membership i.e.:

(a) Supportive;

(b) Sponsoring; and

(c) Patron.

(5) Class F - Honorary

Eligibility for Class F membership is highly restricted. It is extended by action of the Board of Directors to professionals, public figures, or other individuals who have made an unusually exemplary contribution to the reduction of a particular problem peculiar to visual disability as a direct result of medical or scientific effort, other major and significantly successful research impacting beneficially upon persons with or programs serving individuals with visual disability, public policy or public awareness initiatives, or other exemplary and auspicious accomplishment or contribution redounding to the betterment of this field.

Section 2. (Annual Dues) The annual dues for the various classes of membership in the NAPVI are as follows:

(1) Class A - Family: Five dollars ($5.00) per family, regardless of how many visually impaired children or youth within the family.

No family of any visually impaired child or youth will be denied Class A membership for financial reasons. Payment of this membership due will be waived by any family's simple written declaration of current fiscal inability to pay Class A membership dues, and all such declarations will be maintained in confidence.

(2) Community Groups and Agencies Fifteen dollars ($15.00)

(3) Class C - Associate: Three dollars ($3.00).

(4) Class E - Contributing: For each of the categories of Class E membership the annual dues will consist of an amount at least equivalent to the following:

(a) Supportive: Fifty dollars ($50.00).

(b) Sponsoring: Two hundred dollars ($200.00).

(c) Patron: One thousand dollars ($1,000.00).

(5) Class F - Honorary: There is no annual membership due for Class F. membership. By reason of their contributions and achievements, those nominated for and designated to become honorary members of the NAPVI shall have previously paid their dues many times over in kind if not in cash.

Section 3. (Affiliates) The NAPVI shall have Affiliates in accordance with affiliation policies and procedures.

Section 4. (Voting of Membership) Each Class A member of the NAPVI shall be entitled to cast one written ballot in connection with issues or matters coming before the membership for a vote.

A Class A membership entitles the family to cast one ballot without regard to how many members there may be in the family maintaining such membership, and it shall be the responsibility of the family to determine and to advise which member of the family shall cast the ballot in behalf of its single Class A membership.

Membership Classes B, C, and E, involve no responsibilities with respect to voting. Class F members who otherwise meet the criteria for Class A membership may vote as Class A members.

ARTICLE V COMMITTEES

Section 1. (Committees of Directors) The Board of Directors, by resolution adopted by a majority of the directors in office, may designate and appoint one or more committees, each of which shall consist of two or more directors, which committees, to the extent provided in such resolution, shall have and exercise the authority of the Board of Directors in the management of the NAPVI within its corporate capacity; provided, however, that no such commmittee shall have the authority of the Board of Directors in reference to amending, altering or repealing the bylaws; electing, appointing or removing any member of any such committee or any director or officer of the NAPVI; amending the Articles of Incorporation; adopting a plan of merger or adopting a plan of consolidation with another corporation; authorizing the sale, lease, exchange or mortgage of all or substantially all of the property and assets of the organizaion; authorizing the voluntary dissolution of the organization or revoking the proceedings therefor; adopting a plan for the distribution of the assets of the organization; or amending, altering or repealing any resolution of the Board of Directors which by its terms provides that it shall not be amended, altered or repealed by such committee.

The designation and appointment of any committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual director of any responsibility imposed upon it or him by law.

Section 2. (Standing Committees The NAPVI shall have the following committees, each of which shall generally have and discharge those responsibilities indicated below:

(1) Executive Committee See Article III Section 10,

(2) Fund Raising Committee: This committee shall have the right and responsibility to raise funds at the direction and under the general supervision of the Board of Directors. This committee is authorized to receive donations becoming available to the NAPVI in consequence of the committee's efforts, transmitting such donations to the treasurer upon receipt. It shall be the duty of this committee to carry out on-going exploration of possibilities for raising funds through grants, contracts, bequests, and special fund raising efforts.

(3) Nominating Committee: This committee shall identify suitably qualified individuals to serve as the elected officers of the NAPVI, obtain the permission of such individuals to be offered as candidates for elective offices, and develop its recommended slate of candidates prior to the annual meeting of the membership. The Nominating Committee's recommended slate of officers shall be distributed to all members of the NAPVI who are eligible to vote in elections and shall be distributed not less that thirty (30) days in advance of the date on which each election is held. This requirement for the dissemination for the Nominating Committee's recommended slate of officers may be discharged by publication in the

NAPVI newsletter.

(4) Newsletter Committee: This committee shall be responsible for compiling, printing, and distributing a newsletter that is consistent with the purposes of the NAPVI and that is compatible with the level of resources from time to time available.

(5) Publicity Committee: This committee shall be resposible for informing the general public, pertinent professional groups or associations, and organizations of allied affinity of the NAPVI, its purposes, fiscal and functional imperatives for the accomplishmnt of these purposes, and related matters.

(6) Membership Committee: This committee shall assist in the formulation of strategies and methods for acquiring new members and parent groups, in executing such strategies, and in implementing such methods.

(7) Program Services Committee: The function of this committee shall be to assist the Board of Directors in carrying out processes and methodologies for the sharing of experiences and the exchange of information useful to the parents of visully impaired children or youth.

Section 3. (Special Committees) Other committees not having or exercising the authority of the Board of Directors in the management of the NAPVI in its corporate capacity may from time to time be designated and constituted by the president of the Board of Directors. Members of special committees normally will be

members of the NAPVI, but organizational membership shall not be deemed a prerequisite to appointment and service on the special committee.

Special committees may be designated by names such as "Advisory Committee", "Advisory Board", and "Ad Hoc Commission", or related titles which are functionally descriptive.

Section 4. (Removal) Any member of either a regular or special committee may be removed by the person or persons authorized to appoint such member whenever, in their judgement, the best interests of the NAPVI shall be served by such removal.

Section 5. (Term of Office) Each member of a standing committee serves a term of office which becomes effective upon appointment and which expires at the annual meeting of the membership or, if replacements are not named at the annual meeting of the membership, at such time as when a replacement is announced. Members of standing committees are eligible for reappointment without regard to number of terms of office previously served.

Each member of a special committee shall serve for such term of office as might be indicated at the time of appointment, or until the purposes of the special committee have been performed and the special committee dissolved, or until a successor is appointed. The terms of office for members of special committees, which may be staggered, shall not exceed two years in length, but members of special committees shall be eligible for reappointment without regard to number of terms previously served.

Section 6. (Chairman) One member of each committee shall be

appointed chairman by the person or persons authorized to appoint the members thereof.

Section 7. (Vacancies) Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 8. (Quorum) Unless otherwise provided in the resolution of the Board of Directors or in the announcment of the president designating a committee, a majority of the whole committee shall constitute a quorum, and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 9. (Rules) Each committee may (without being so required) adopt rules for its own government not inconsistent with these bylaws or with rules adopted by the Board of Directors.

ARTICLE VI. MEETINGS

Section 1. (Time and Place of Annual Meetings) The annual meeting of the membership of the NAPVI shall be held at a place and on a date determined by the Board of Directors. Such meeting will normally be held during the first weekend in November, at a place and on a date to be determined by the Board at least one year in advance. If the logistics of carrying out the annual meeting of an organization of national scope reasonably require that the annual meeting not be held during the first weekend in November, or if unforseen contingencies render it impossible or highly inadvisable to conduct the annual meeting at the place or on the date previously scheduled by the Board, the annual meeting shall be conducted on a date as near the first weekend of November as possible and at a place reasonably convenient to a majority of those members of the organization who have made timely payment of their membership dues.

Section 2. (Conduct of Proceedings) Unless otherwise required by the articles of incorporation or by these bylaws, all regular and special meetings of the NAPVI shall be conducted pursuant to an approved agenda and in accordance with Robert's Rules of Order as last revised.

ARTICLE VII. REGIONS

Section 1. (Number and Boundaries) The NAPVI shall initially have six (6) distinct regions. For purposes of convenience, the initial boundaries of these regions shall be identical with the boundaries of the American Foundation for the Blind's regional offices.** Following the first annual membership meeting of the NAPVI, the NAPVI's geographical regions shall be of such numbers and shall consist of such number and boundaries as the Board of Directors may from time to time by resolution establish or as the membership at it annual meeting decree.

Section 2. (Representation of Regions) It shall be the responsibility of the NAPVI voting membership within each of the NAPVI regions to determine by free and fair election conducted by mail ballot of the regional voting members WHO from among its members will represent that region on the NAPVI Board of Directors. The Executive Committee shall certify the name of such individual to the NAPVI's membership.

If the individual elected by a region to a position on the NAPVI's Board of Directors deceases, becomes incapacited, moves outside of the region, resigns, or otherwise becomes unable, disqualified, or refusing to serve, the Board of Directors may designate a replacement until such time as when NAPVI members from within the region have had an opportunity by free and fair election to designate a replacement and to certify such designation to the president and secretary.

ARTICLE VIII. CONTRACTS, CHECKS, DEPOSITS AND FUNDS

Section 1. (Contracts) The Board of Directors may authorize any officer or officers, agent or agents of the corporation, in addition to the officers so authorized by these bylaws, to enter into any contract or to execute and deliver any instrument in the behalf of the organization, and such authority may be general or confined to specific instances.

Section 2. (Checks, Drafts, etc.) All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of NAPVI shall be signed by such officer or officers, agent or agents of the organization and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by and direction from the Board of Directors, such instruments shall be signed by the treasurer and countersigned by the president or the vice president of the NAPVI.

Section 3. (Deposits) All funds of the NAPVI shall be deposited from time to time to the credit of the organization in such banks, trust companies or other depositories as the Board of Directors may select or, in the absence of such selection and direction from the Board, in such depositories as the treasurer may select.

Section 4. (Gifts) The Board of Directors may accept on behalf of the NAPVI any contributions, gift, bequest or devise for

the general purposes or any special purpose of the organization, or for any special purpose designated by a donor.

Section 5. (Agreements) In carrying out and pursuing the NAPVI's purposes, the Board of Directors may enter into contracts or agreements with the Bureau for Education of the Handicapped, the Rehabilitation Services Administration, the National Institute of Health, the Social Security Administraion, the Administration for Children, Youth and Families, the Office for Civil Rights, the American Printing House for the Blind, the National Center on Educational Media and Materials for the Handicapped, the Public Health Service, or any other constituent unit of the Federal Department of Health, Education, and Welfare (or its successor in any function); with counterpart state and regional agencies; and with private agences carrying out functions, services, or other activities congruent with those performed by federal agencies such as the Department of Health, Education and Welfare, the United State Department of Labor, the United State Commission on Civil Rights, the Department of Housing and Urban Development, the Department of Transportation, the Library of Congress, and the United States Department of Agriculture for and in behalf of vulnerable and/or disadvantaged special populations.

ARTICLE IX. FISCAL YEAR

Section 1. (Tax Year) Unless and until otherwise altered by resolution of the Board of Directors or by vote of the membership at an annual meeting, the fiscal year of the corporation shall begin on the first day of September and end on the last day of August in each year.

Section 2. (Membership Year) Unless until otherwise determined by the Board of Directors or the membership, annual membership in the NAPVI shall be on a calendar year basis.

Section 3. (Budget Period) The fiscal year, tax year, and annual budget period of the NAPVI shall be identical, which is to say September 1 through August 31 of each consecutive twelve-month period of time.

ARTICLE X SEAL

Section 1. (Responsibility) At such time as when the resources of the NAPVI might reasonably permit, the Board of Directors shall provide, and the secretary shall procure a corporate seal.

Section 2. (Contents) The corporate seal of the organization shall consist of a circle, the NAPVI's logo, the words "Corporate Seal", and such other matter as the board of directors might determine appropriate and might approve.

ARTICLE XI WAIVER OF NOTICE

Whenever any notice is required to be given under the provisions of the Texas Non-Profit Corporation Act of Texas or under the provisions of the Articles of Incorporation or the bylaws of the NAPVI, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICAL XII. PURPOSES

Section 1. (Nature) The NAPVI shall perpetually be maintained and operated for the purposes which are clearly and unequivocally related to charitable, educational, scientific, and literary purposes and to the prevention of cruelty to children.

Section 2. (Specific) The specific organizational purposes of the NAPVI shall always be identical to those set out in Article Four of the NAPVI's Articles of Incorporation.

Section 3. (Amendment of Purposes) There shall be no amendment, alteration, or redirection of the organizational purposes of the NAPVI except through due and proper amendment of the NAPVI's Articles of Incorporation.

No amendment of the NAPVI's Articles of Incorporation shall be considered, recommended, pursued, or approved until the Board of Directors has first satisfied itself that the proposed amendment will in no manner jeopardize or otherwise affect the organizations's eligibility for tax-exempt status under Section 501(c)(3) and any other pertinent sections of the Internal Revenue Code.

If any member of the Board of Directors feels that a proposed amendment or other change in the organizational purposes of the NAPVI might affect the tax-exempt status of the organization, no action shall be taken until after a written memorandum of opinion is obtained from a well qualified attorney or certified public accountant and action to amend the purposes of the NAPVI as

presently described in Article Four of the Articles of Incorporation shall be initiated only if the authority consulted indicates in the written memorandum of opinion that tax-exempt status will not be jeopardized.

ARTICLE XIII. DISSOLUTION

Section 1. (Contingent Distribution of Assets) In event of the dissolution of the NAPVI as a corporate entity, or in the event that the NAPVI shall cease to carry out the objects and purposes set forth in its Articles of Incorporation and in these bylaws, all assets remaining after the payment of debts shall be paid over to an organization which itself is exempt under Section 501(c)(3) of the Internal Revenue Code.

Section 2. (Prohibition Against Personal Gain or Benefit) Under no circumstances shall any of the property and assets of the National Association for Parents of the Visually Impaired, Inc. during the existence and/or upon the dissolution thereof go and be distributed to any promoter, officer, individual member, or subsidiary of the corporation.

ARTICLE XIV AMENDMENTS

Section 1. (By Directors) If clear and compelling necessity seems to require, these bylaws may be altered, amended, or repealed and new bylaws may be adopted by a majority of the Directors present at any regular or at any special meetings; and for purposes of the Article and Section, the Board is authorized to conduct special meeting by telephone conference call or by mail.

In the event of amendment of these bylaws by the Directors, notice of amendment, together with a detailed explanation as to the necessity and intended effect of the amendments, shall be provided to the full membership no less than twenty (20) days next following the effective date of the amendments to the bylaws, and such written notice shall also contain a listing of members of the board of directors voting for and against the amendments.

Amendments so made shall be effective until the next annual meeting of the NAPVI membership, at which time the amendments shall either be ratified or rescinded by the membership, but actions taken pursuant to the amendments shall be deemed lawful acts of the NAPVI until such time as when the membership might by simple majority vote by mail ballot of the NAPVI membership disclaim or disavow amendment to these bylaws made by the Board of Directors.

Section 2. (By Members) Amendments to these bylaws may be proposed by the written request of any member unit of a NAPVI

region, or by any voting member within a NAPVI region, forwarded to the Board of Directors via the NAPVI's secretary.

Such proposed amendment shall be presented at least thirty (30) days before a meeting of the Board to the NAPVI secretary for review by the Board, who shall consider such proposed amendments and note in the minutes of its meeting the action, if any, recommended by the Board of Directors.

Within sixty (60) days of the Board meeting, the amendments shall be distributed to all of the members for a vote and shall be returned by the members to the secretary within thirty (30) days. Amendments to these bylaws so initiated shall be immediately effective, if favorably approved by at least two-thirds (2/3) of those responding to the notice and ballot invitations and if such two-thirds (2/3) vote in favor of the proposed amendment amounts to at least twenty percent (20%) of the total membership eligible to cast a vote. If not approved by a two-thirds (2/3) favorable vote of persons representing the total membership eligible to vote the proposed amendments shall not be effective, but shall be scheduled as an agenda item to be voted on again before the next annual membership meeting of the NAPVI.

ARTICLE XV. EFFECTIVE DATE

Section 1. (Interim) These bylaws become effective upon distribution to and approval of the NAPVI's initial Board of Directors designated as such in the NAPVI's Articles of Incorporation.

Section 2. (Permanent) These bylaws become final and permanent, with or without amendment or modification, following reproduction, distribution to all members, consideration by the voting members of the first annual membership meeting, and action thereon by those voting members in attendance at the first annual meeting of the membership.

ARTICLE XVI. LIMITATIONS UPON POWERS AND ACTIVITIES

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, directors, trustees, executive committee, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Four of the Articles of Incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these bylaws, the corporation shall not carry on any other provisions not permitted to be carried on (a) by a corporation exempt from Federal Income Tax under Section 501(c)(3) of the Interal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the internal Revenue Code of 1954 (or the corresponding provisions of any future United States Internal Revenue law).

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APPENDIX B

MEMBERSHIP SUMMARY TABLES

LIST OF CURRENT OFFICERS

AFFILIATION PROCEDURES

NATIONAL ASSOCIATION FOR PARENTS OF THE VISUALLY IMPAIRED, INC.

NEW MEMBERSHIPS 1980 - 1984

Region I

State	1980	1981	1982	1983	1984	Total
CT	1	4	2	3	1	11
MA	2	5	14	6	7	34
ME	1	2				3
NH	1	1	3	1	1	7
NJ	1	3	3	3	5	15
NY	12	19	28	29	23	110
Total	18	36	51	42	42	189

Region II

State	1980	1981	1982	1983	1984	Total
DC		2				2
DE	1			1		2
KY		1	2	1	3	7
MD	4	5	7	1	3	20
OH	4	3	1	28	1	37
PA	10	20	41	21	33	125
VA	3	5	1	4	5	18
WV		1	3	2	1	7
TOTAL	22	37	55	58	46	218

Region III

State	1980	1981	1982	1983	1984	Total
IA		7	2	10	3	25
IL	4	4	13	9	8	38
IN			3	1	4	7
MI	1	8	9	2	4	24
MN	4	5	1	1		11
MO	2	3	1	7	19	32
WI	6	4	3	1	4	18
Total	17	31	32	34	41	155

Region IV

State	1980	1981	1982	1983	1984	TOTAL
AL	2	3	4	1	1	11
AR	4	8	7	4	7	30
FL	1	3	11	6	10	31
GA	1	1	4		3	9
LA	2	3	6	4	5	20
MS			2	2	1	5
NC	1	1	4	4	2	12
SC	1	3	3	2	13	22
TN	1			9	7	17
Total	13	22	41	32	49	157

Retion V

State	1980	1981	1982	1983	1984	Total
CO	2	5	3	2	2	14
KS	2	3	3	1	1	10
MT	1	2	7	3		13
ND		2				2
NE	2	6		2	17	27
NM		1				1
OK	1	1	6	2	4	14
SD		3				3
TX	7	15	19	24	33	98
WY	1	2				3
Total	16	40	38	34	57	185

Region VI

State	1980	1981	1982	1983	1984	Total
AZ	3	6	11	5		25
CA	4	7	116	28	68	223
HKI	1		1	2		4
ID		1	3		3	7
NV	2				1	1
OR	1	1	9	13	1	25
UT		1	1		4	6
WA	4		2	2	1	9
Total	15	16	143	50	78	302

YEARLY SUMMARY OF NEW MEMBERSHIP BY REGION

Retion	1980	1981	1982	1983	1984	Total
Retion I	18	36	51	42	42	189
Region II	22	37	55	58	41	218
Region III	17	31	32	34	41	155
Region IV	13	22	41	32	49	157
Region V	16	40	38	34	57	185
Region VI	15	16	143	50	78	302
Total	101	182	360	250	313	1206

TYPE OF MEMBERSHIP BY REGION

Region	PARENT	PAR GR	ASSOC.	COM GR.	AGENCY	CURRENT
Region I	98	5	73	4	12	108
Region II	130	4	68	5	15	106
Region III	91	3	37	3	11	78
Region IV	106	1	41	3	8	86
Region V	93	1	62	5	0	77
Region VI	239	1	55	0	6	166
Total	757	15	336	20	73	621

Percentages of total cumulative membership

Parents = 62%, Parent groups+ 1%, Associates = 27%
Sukpporting Memberships = 5%, Agencies = 6^

11/84

• support
• information
• service

P.O. Box 180806, Austin, Texas 78718, Tel. (512) 459-6651

NAPVI'S OFFICIAL ROSTER

November 1, 1984

JACQUELINE CARROLL	President	393 Broad Street Salamanca, NY 14779	716/945-2116
ELAINE MOSES PURYEAR	Vice President	5601 Driftwood Austin, TX 78731	512/345-7891
	Secretary		
HENRY HEDGECOCK	Treasurer	1776 B Frick Avenue Charleston, SC 29404	803/552-3456
DIANA CUTHBERTSON	Board Member	21 Milford Street Boston, MA 02118	617/426-5567
FAY COREY	Board Member	508 Lloyd Street Pittsburgh, PA 15208	412/371-4484
EILEEN HUDSON	Board Member	2180 Linway Beloit, WI 53511	608/362-1380
MARY LOU WILKINSON	Board Member	500 Laughrun Drive Forrest City, AR 72335	501/633-2737
JEANIE FLACK	Board Member	1110 N. 75 East Orem, UT 84057	801/224-9337
JUDITH STOTLAND	Board Member	12642 Morrison St. N. Hollywood, CA 91607	818/763-1759
GAIL GRANADOS	Board Member	52 Spring Garden Avenue Norwich, CT 06360	203/887-4362
LEE W. ROBINSON	*Executive Director	5555 N. Lamar, H-109 Austin, TX 78751	512/459-6651

NAPVI's executive director, officers and members of the Board are <u>all parents of a visually impaired child</u> and serve in a voluntary capacity.

AFFILIATION PROCEDURES

rev 7/22/84

STATEMENT OF PURPOSE

The National Association for Parents of the Visually Impaired, Incorporated (NAPVI) is a non-profit organization of, by, and for parents and families of children and youth who have visual impairments.

Although membership is open to any community organizations, agencies, and individuals interested in supporting the work of NAPVI, only members who are parents of visually impaired children have voting power and constitute the Board of Directors.

NAPVI goals and objectives are to:

Promote and provide information through workshops and publications which will help parents meet the special needs of their visually impaired child.

Promote the development of state and local organizations of, by, and for parents of visually impaired children.

Increase public awareness about the visually impaired so they are accepted by society.

Foster communication and coordination of services among federal, state and local agencies and organizations involved with the visually impaired.

BENEFITS TO AFFILIATES

Through affiliation with NAPVI a local or state organization can receive additional services to those provided to individual members.

NAPVI will:

1. Provide recognition and the strength that comes with affiliation with an established national group.

2. Provide a reduction on dues by the NAPVI/National office to benefit your affiliate. (Twenty (20) percent of national dues may be deducted by affiliates.)

3. Provide a method of sharing information on legislation and other alerts that may affect your child. For example: interpretation of the law.

4. Provide an opportunity to recruit members to run for office at the national level.

5. Provide the opportunity for each affiliate to send a delegate at affiliate expense to the annual NAPVI meeting. Delegate names must be submitted two weeks prior to the Board meeting to allow for meeting space and materials.

6. Provide technical assistance for affiliate development in specific areas of concern such as, but not limited to, workshop development, incorporation, fund raising, advocacy, forming a speaker's bureau, how to set up local referral service, consultation and other special projects.

7. Provide recognition of local group accomplishments and events through the newsletter, national meetings, and other efforts.

8. Provide access at cost to our bulk mailing rate.

In addition to the above services offered to affiliates, members will also receive our quarterly newsletter.

NAPVI AFFILIATION PROCEDURES

1. When interest in affiliation is identified, the potential affiliate will be assigned a NAPVI Board Member (usually a member of the Affiliation Committee) to assist with the affiliation process and answer all questions regarding procedures and benefits.

2. All applications for affiliation will be reviewed by the Affiliation Committee of the NAPVI/National Board of Directors.

3. The Affiliation Committee will submit its recommendations to the national board, which will have final approval regarding whether or not to affiliate any local group.

4. Upon approval of the NAPVI/National Board, an appointed NAPVI Board Member will act as liaison to the first year affiliate to assist with its development.

5. In those areas where NAPVI/National has individual members and has authorized the affiliation of a local group and such individual members are not members of the local group, NAPVI/National will:

   A) Advise the local affiliate of the existence of such members to determine whether inclusion of such members in the local group is possible.

B) If inclusion is possible, NAPVI/National will advise the direct member of the existence of the local affiliate and encourage the direct member to join the local affiliate.

NAPVI AFFILIATION REQUIREMENTS

The following requirements must be met to be considered for affiliaton with NAPVI/National:

1. Affiliates must include a minimum of fifteen (15) memberships. Any parents of visually impaired children and youth who constitute in part or in total the fifteen (15) membership requirement of a NAPVI affiliate have individual voting power on NAPVI issues.

2. Fifty (50) percent or more of elected officers and board members must be parents of visually impaired children.

3. An application for affiliation must be submitted, which includes a set of bylaws that is consistent with NAPVI/Naional bylaws

4. Regular NAPVI membership is $5.00 (exceptions covered in Article IV, Section 2(1). Submit $4.00 per membership (indivdual or family) to NAPVI/National. Associate membership is $3.00; submit $2.40 per associate membership together with a list of names, addresses, status (parent/non-parent of a visually impaired child) and notation of each member's participation in other organizations. Dues are to be paid at the time of application and January 1st of each year thereafter. If affiliation is completed after November 1st, dues are applicable for the following year.

5. First year affiliates will submit a quarterly activity and progress report to the Affiliation Committee for review of compliance with NAPVI standards, goals, and objectives.

6. Anything printed using NAPVI'S name and/or logo must be submitted to the national office for review and approval.

7. Affiliate status is maintained annually by submission of dues, a membership list and list of current officers on January 1st of each year to the NAPVI/National office.

AFFILIATION REVOCATION

The recommendation for revoking any affiliate's charter will be made by the Affiliation Committee to the National Board which has final authority over accepting such recommendations.

NAPVI reserves the right to revoke the charter of any affiliate which either is in non-compliance with the above requirements or operates in a manner inconsistent with the overall policies and procedures of NAPVI/National.

INSTRUCTIONS FOR FILING APPLICATION

Step 1: Read the materials in this packet and determine that your goals and objectives as well as your group's general purposes are similar to those of the National Association for Parents of the Visually Impaired, Inc. NAPVI welcomes any group which feels they can share in the task of providing support, information and service to parents who have visually impaired children.

Step 2: Complete the "Affiliation Application" form.

Carefully consider the section which asks you to describe the eligibility requirements for your group. Your eligibility requirements need not be complicated but should leave little doubt about who may be a member of your organization. Sample descriptions are given below.

> (Official Name) serves parents who have visually impaired children attending the (school or agency).
>
> (Official Name) includes parents who have visually impaired children living in (state).
>
> (Official Name) includes parents of visually impaired children and professionals who work with our children in the (description of cities, counties, regions included).

Step 3: Complete the "List of Officers" form and determine if 50 percent or more of the officers and board are parents of visually impaired children.

Step 4: Complete the "List of Membership" form, including all information requested for each member you list. (List officers on this form even though they have been placed on the "List of Officers" form also.

Step 5: Provide a copy of your bylaws. See instruction on bylaws for minimum requirements.

Step 6: Send "Application Form," "Bylaws," "List of Officers," and "List of Membership" to NAPVI's national office.

Step 7: Upon written notification of approval as a First Year Affiliate from the national office, send in membership dues ($4.00 for each family/parent and $2.40 for each associate member). A single check for the total membership is preferred. If additional members have joined since the time of filing your application, update your membership list by adding new sheets listing only the members you are adding. Send separate payment for new members.

Step 8: RENEWAL: Membership is on a calendar-year basis. Affiliates must submit a "List of Officers" form and a "List of Membership" form which is current, and membership fees by January 15 of each new year. (If notice for first-year affiliate approval is received after November 1, dues will be applied to the next calendar year.)

PLEASE CALL OR WRITE IF YOU NEED ANY HELP IN COMPLETING THE APPLICATION FORMS OR FOR HELP IN UNDERSTANDING THESE INSTRUCTIONS.

9/84

APPLICATION FOR AFFILIATION

Name of Organization: _____

Street Address: _____

City, State: _____

Telephone: (_____) _____ Zip Code: _____

Describe the eligiblity requirements for your group.

_____

_____

_____

Does the above named organization have a registered name?

Yes _____ No _____

Is the above named organization tax exempt?

Yes _____ NO _____

Is the above named organization incoporated?

Yes _____ NO _____

If "yes," give date of incorporation _____

Please give name of person to contact on matters pertaining to this application.

Name: _____

Street Address: _____

City, State _____

Telephone: (___) _____ Zip Code: _____

A copy of the organization's bylaws must accompany this application. The bylaws must include: name of organization, statement of purpose, list of officers, terms of office, number of directors and terms of office. (If you do not have a set of bylaws, the enclosed sample could be used as a guide. NAPVI will be happy to provide assistance if requested.)

PLEASE READ THE FOLLOWING REQUIREMENTS CAREFULLY.

NAPVI reserves the right to revoke the charter of any affiliate which either is in non-compliance with affiliation requirements or operates in a manner inconsistent with the overall policies and procedures of NAPVI/NATIONAL.

NAPVI and affiliates will not recommend specific trade names or one resource over another and will reserve the right of discretion in the listing of resources.

Affiliates cannot campaign for anyone or anything (other than officers of NAPVI) using the name of NAPVI!

Approval for affiliation is at the discretion of the Affiliation Committee of NAPVI/NATIONAL and approval of the national Board of Directors.

The signature below indicates the applicant's full acceptance and compliance with the policies and procedures for affiliation listed above and described in the required documents supplied with this application form.

_____ _____

Authorized Signature Date

PLEASE ATTACH: "List of Officers"
"List of Membership"
"Bylaws"

MAIL TO: The National Association for Parents of the Visually Impaired, Inc. (NAPVI)
P.O. Box 180806
Austin, Texas 78718

INSTRUCTIONS FOR COMPLETING "LIST OF OFFICERS" FORM

COLUMN:	DIRECTIONS:
Title	List the title of the person. For example, "president," vice president," board member.
Term Ends:	Give the date when the present term expires. For example, "June 1985."
Name:	List first and last names.
Address:	List the current mailing address. If more space is needed, use the next line in the address column.
Parent of V.H.:	Place a mark in the box indicating whether or not the officer is the parent of a visually impaired child.
Name of Affiliate:	Fill in the name of your group as it appears on the application form.
Authorized Signature:	Usually, this will be the signature of the president or secretary of the organization.
Date:	The date should be the same as that on the application form.

LIST OF OFFICERS

Title	Term Ends	Name	Address	Parent of V H yes	No

Name of Affiliate

Authorized Signature

Date

INSTRUCTIONS FOR COMPLETING

"LIST OF MEMBERSHIP"

Column:	Directions:
Page Number:	Number each page in sequence. For example: 1,2,3... or 1 of 10, 2 of 10, 3 of 10, ...10 of 10.
Affiliate Name:	List the name of the affiliate as it appears on the application form or on your charter.
"For the Year"	January 1 - December 31, 19__.
Type:	To determine type of membership use the following codes: A - Parent or Family of a Visually Impaired Child. C - Professional or Other Person Interested. G - Grandparent.
New Member:	Mark this box if this is the first time this individual has been a member of your group or if he has never been a member of NAPVI.
Renewal:	Mark this box if the person has been listed as a member of your group before or has been a member of NAPVI.
Child's Birth Year:	List the year of birth of the oldest visually impaired child. Leave this box blank for all except parent/ family members.
Name:	This will be the name used with a mailing address.
Address:	Accurately list the address for mailing, including zip code. (Use the line below in the same column if more space is needed.

LIST OF MEMBERSHIP

Page No. _____

Affiliate _____ For the Year _____

Type	New Member	Renewal	Child's Birth Year	Name	Address

INSTRUCTIONS

Following are instructions to help complete the bylaws form. If your organization already has bylaws or if you wish to prepare them in a different manner, please feel free to do so. The minimum requirements for affiliation are specified in the applications forms. Assistance is gladly provided if needed.

ARTICLE I - Name

This should give the official name of the organization. If there is a registered name assigned to use as a part of incorporation, use that name.

ARTICLE II - Purpose(s)

This should include general purposes intended to fit most local groups. If you have a specific purpose other than those listed, please feel free to add it.

ARTICLE III - Officers

Please circle the titles of officers you have in your organization; add the titles of any additional officer(s) not listed. In this article, you should also specify the length of the term of office and a calendar-year date specifiying when the term begins. You may require more than 50 percent of your officers to be parents of visually impaired children or you may wish to specify other qualifications of officers.

ARTICLE IV - Board of Directors

This is an optional section. If you do not have or do not intend to have a board of directors, simply cross this section out or delete it from your text. Please specific the number of persons on the board, their term of office, and when the term begins. If a rotation system is used, please describe it with a statement such as "Two board members elected (chosen) each year" or some other similar statement.

ARTICLE V- Non-Profit Status

If you are not to be a non-profit organization, replace this statement with one detailing the exact status of the organization.

ARTICLE VI - Affiliation

This is a general statement of affiliation; if there is a more specific relationship desired, please specify with a substitute article.

ARTICLE VII - Dissolution and Assignment of Assets

This is a customary provision which allows the assets to be assigned in case the organization is dissolved. You may specify an agency or organization to receive such assets.

- -

THE NATIONAL ASSOCIATION FOR PARENTS OF THE VISUALLY IMPAIRED, INC. (NAPVI) makes a copy of its bylaws available upon request for use as a model.

SAMPLE BYLAWS FORMAT

ARTICLE I

The name of this organization shall be _____

_____.

ARTICLE II

The purposes of this organization shall be:

1. to promote and provide information through meetings, correspondence, publications, etc. which will help parents of the visually impaired meet the special needs of their children;

2. to provide emotional support and relief from feelings of isolation;

3. to increase public awareness about the visually impaired so that visually impaired persons are accepted by society;

4. to foster communication and coordination of services among federal, state and local agencies and organizations involved with providing services to the visually impaired.

5. _____

_____

ARTICLE III

The officers of this organization shall consist of a president, vice president, secretary, treasurer. Other: _____

_____ _____ fifty per cent (50%) of which must be parents of visually impaired children. The officers will serve a term of _____ beginning on _____.

ARTICLE IV

The organization shall have a Board of Directors, fifty per cent (50%) of which must be parents of visually impaired children. The Board shall consist of _____ members. serving a term of _____ beginning on _____.

ARTICLE V

This organization shall be a non-profit organization.

ARTICLE VI

This organization shall be an Affiliate of the National Association for Parents of the Visually Impaired, Incorporated and ascribes to the general purposes and policies of the national association.

ARTICLE VII

If this organization, by unanimous concent of the membership, is dissolved, the assets of the organization shall be donated to a non-profit organization or agency which serves the visually impaired.

APPENDIX C

MANUAL OF OFFICE PROCEDURES

THREE YEAR PLAN AND PROJECTED BUDGETS

NATIONAL ASSOCIATION FOR PARENTS OF THE VISUALLY IMPAIRED, INC.

MANUAL OF PROCEDURES

ADOPTED NOVEMBER 5, 1983

I. General Office Duties

A. Telephones

1. Answer telephone when in office; take and give messages as appropriate.

2. Engage telephone answering machine when out of office.

3. Return calls from messages left on machine as necessary; establish contact within 3 days.

4. Long-distance calls should be placed in the least expensive method available.

B. Supplies

1. Maintain adequate supply of office products at all times.

2. Replenish supplies with petty cash funds, following procedures I.D.

3. Maintain adequate supplies of printed materials.

4. Maintain supply of collated new membership packets inserted in manila envelopes. Contents of new membership packets:

   Yellow NAPVI folder
   Latest newsletter
   Publication list
   Order form
   NAPVI factsheet
   Membership brochure
   Volunteer form
   Latest workshop announcement, if applicable
   Other materials as deemed appropriate

C. File Maintenance

1. Maintain master list of all files on 3X5 or Rolodex cards.

2. Major file categories should include, but not be limited to:

   a. Administration--budget, expenses

b. Membership

c. Program--workshops, agenda

d. Board of Directors--correspondence, minutes

e. Operating--chronological file, orders, contracts, printing masters

f. Correspondence

g. Resources

3. Chronological file: one tissue copy of all outgoing correspondence is placed in the chronological file.

D. Petty Cash

1. Maintain in locked cash box (maximum fund $300).

2. When expense is incurred,

a. Obtain receipt

b. Complete petty cash slip

c. Staple receipt to slip

d. Place in cash box

3. To replenish fund,

a. Remove all slips from cash box

b. Total all slips

c. Send slips to NAPVI treasurer with check request for total

4. Use of petty cash funds limited to expenses incurred for postage, supplies, local transportation, and such other miscellaneous expenses which may from time to time be necessary, in accordance with office procedure I.E.1.

E. Payments

1. All expenses greater than $100, except for newsletter ($1,000) and postage ($200), must be authorized by the Board of Directors.

a. Unexpected or new expenditures can be authorized by the NAPVI president or, in the alternative, the NAPVI treasurer.

b. Changes in budget line items can be approved by the Board of Directors by mail or telephone vote.

2. All expenses greater than $250 must be accompanied by three written estimates.

3. Receipts (other than for meals) must be submitted.

4. Request for travel reimbursement must be made on NAPVI or AFB travel reimbursement form, signed, and accompanied by receipts for travel and lodging, within 30 days of return.

   a. Reimbursement should come from NAPVI or AFB funds as soon as the trip is made.

   b. The National office submits the expense form to NAPVI treasurer or AFB, and then forwards copy to any third party for reimbursement directly to NAPVI.

5. Reimbursement checks to NAPVI agent for travel expenses or honoraria should be endorsed and forwarded to NAPVI treasurer or AFB by National office.

   a. All honoraria for services performed on behalf of NAPVI are deposited in the NAPVI treasury as contributions to the organization.

      i. Board members and agents can receive reimbursements for expenses only.

      ii. NAPVI's federal identification number should be provided to organizations providing honoraria.

6. All expenses and receipts are processed through the Treasurer.

   a. Original form with accompanying documentation sent to NAPVI treasurer or AFB.

7. Travel advances may be requested directly from NAPVI treasurer or from AFB. Funds not expended should be returned with expense voucher to National Office, and then to treasurer or AFB.

8. Individuals maintain personal copy of all expenses submitted.

F. Ledger

1. National office enters in ledger on same day received:

a. Amount of all membership funds received

b. Amount of all order funds received

c. Amount of all bills or expense vouchers submitted to NAPVI treasurer for payment

G. Mail

1. Incoming

a. Date stamp all incoming envelopes and contents of correspondence, membership applications, orders, etc., on day received.

b. Paper-clip envelopes and contents together.

c. Distribute into working files:

i. Memberships

ii. Orders

iii. Requests for information

iv. Requests requiring Board action.

d. Answer mail as appropriate

i. Membership applications--process at least weekly

ii. Orders--process at least weekly

e. After incoming mail has been fully processed, discard envelope.

2. Outgoing

a. Maintain current United States Postal Service Rate Chart and postage scales at mail station in National office

b. Maintain supply of postage stamps

i. 20-cent first class letter

ii. Other denominations--$1, 50¢, 25¢, 13¢, 5¢, 1¢

c. Determine lowest possible rate by weighing item and checking Rate Chart, within following guidelines:

   i. All correspondence--first class

   ii. Books--fourth class or library rate

   iii. Other printed materials--third class, parcel post, or library rate

   iv. Boxes--use United Parcel Service, Federal Express, Parcel Post, as time permits.

d. Bulk mail--for two hundred or more identical items mailed at one time

   i. Renew bulk mail permit yearly

   ii. Arrange address labels in zip code order before and after placing on envelopes or newsletters

   iii. Label, sort, bundle, and bag in zip code order according to United States Postal Service specifications

   iv. Complete bulk mailing form

   v. Deliver to post office

II. Internal Communications

A. Official actions of the organization must follow time lines and specifications of the NAPVI bylaws and Board actions.

B. Reports, bylaws changes, Board resolutions, and correspondence (of a non-routine nature) may be drafted in the National office at the instruction of Board members.

1. Material is then submitted for approval to appropriate Board member.

2. Approved and/or revised material is returned to National office for retyping.

3. Material distributed to Board members or other groups as needed.

4. Copies may be sent to other individuals at the direction of the Board.

5. Summaries of minutes, resolutions, etc., are prepared by National office for the next issue of AWARENESS and submitted to newsletter editor.

C. Board of Directors minutes and list of work assignments are prepared by NAPVI secretary or designee.

1. Sent to National office.

2. Retyped, copied, and distributed to Board members by National office within 30 days of meeting.

3. Copy filed for future reference.

4. Second copy of minutes is distributed to Board thirty (30) days prior to annual meeting.

D. An Executive Director's circular must be distributed to the Board on at least a quarterly basis. The circular should contain progress notes, membership update, calendar of local events, and other communications of interest to the Board members.

E. An annual report must be prepared by the Executive Director by September 30 of each year and circulated by the Board. When accepted by the Board, a summary of that annual report will be distributed to the membership. The report should summarize membership standings, activities of the past year, fund-raising efforts, and specify goals for the next fiscal year.

III. Correspondence

A. Whenever possible, handle correspondence by customized form letter.

1. Insert form letter and tissue carbon into typewriter.

2. Type in date, inside address, and salutation.

3. Make note of form letter type on tissue carbon when removed from typewriter.

4. Place tissue carbon of form letter in chronological file.

B. If response cannot be handled by form letter, compose individual letter with tissue carbon.

1. Refer to Executive Director as necessary.

2. Check NAPVI policy statements with Executive Director and/or Board officers.

Form Letters Identified:

Welcome to new members

Welcome to renewals

Response to information request about NAPVI

Response to phone request

Response to orders unaccompanied by payment

Welcome to new affiliate members

Welcome to renewal affiliate members

IV. Processing Memberships

A. When membership application is received with payment:

1. Stamp date received on application

2. Endorse check with NAPVI deposit stamp

3. Place in file for later processing (process all accumulated applications at one time, but at least weekly).

4. Ascertain membership status (new or renewal).

5. Prepare membership card.

6. Prepare membership acknowledgement:

a. If renewal,

i. Pull renewal (or affiliate renewal) form letter

ii. Type date, inside address, and salutation on form letter

iii. Type inside address on envelope

iv. Mail form letter and membership card in envelope.

b. If new member,

i. Pull welcome (or affiliate welcome) form letter

ii. Type date, inside address, and salutation on form letter

iii. Type label

iv. Insert form letter and membership card in new member packet

v. Affix label to packet and mail

7. Add to or update the membership file to include the following information:

a. Name of individual or family, last name first

b. Name of company or agency

c. Street number or box number

d. City, state, and zip code

e. (Area code) Telephone number

f. Birthyear of child if applicable

g. Membership category

h. Affiliate status

i. Region

j. Year first joined

k. Current dues payment year

8. Stamp date when membership completely processed on application.

9. Make copy of membership application and check for office file.

10. File copy by membership category and year (i.e., "Membership Applications, 1983--parents").

11. Mail original check and membership application to NAPVI treasurer by certified mail.

a. Weekly mailings

B. Renewals

1. Prepare 1st renewal letter plus membership brochure for all current and previous members as of October 31st.

2. Mail renewal packet December 1st of each year.

3. Mail follow-up letter and membership brochure to all delinquent members on February 1st.

Action needed:

Determine how membership files will be maintained.

If hard copy,

1. Color code by membership category (yellow equals fmaily; blue equals associate; white equals agency, school or organization; green equals ; pink equals ; salmon equals ;).

2. Flag by region (different color for each of six regions).

If computer,

1. Set up index to search by last name/state/membership category/child's birthdate/year dues paid/affiliate status.

2. Set up sort mechanism to sort in numerical zip code order.

3. If program parameters are limited, copy disc entirely and maintain different parameters on each.

4. Make back-up copy of all discs each time new information is entered.

V. Processing Orders

A. Orders received accompanied by payment:

1. Stamp order with date received.
2. Endorse check with NAPVI deposit stamp.
3. Prepare invoice showing method of payment and balance.
4. Address envelope or label.
5. Package items with copies of invoice and mail.
6. Stamp order with date processed.
7. Make copy of order and check; file under "orders processed, 1983".
8. Send check and original order to NAPVI treasurer with copy of invoice.

B. Orders received not accompanied by payment:

1. Pull form letter about prepaid orders.
2. Type date, inside address, and salutation on form letter.
3. Type inside address on envelope.
4. Pull new order form.
5. Affix original order to form letter and new order form.
6. Place all three items in envelope and mail.

C. Orders accompanied by purchase order:

1. Prepare invoice (purchase order number; date; sold to; shipped to; quantity; list of materials; unit price; total price; balance due).
2. Address envelope or label.
3. Package items with invoice and mail.
4. Attach two copies of invoice to original purchase order; file under "receipts pending".

5. When payment is received,

   a. Endorse check with NAPVI deposit stamp.

   b. Stamp invoice or check stub with date payment received.

   c. Remove invoice/purchase order from receipts pending file.

   d. Stamp all copies of invoice and purchase order paid and date.

   e. Copy invoice and check on one piece of paper and file under "orders processed, 1983".

6. Send check, one copy of invoice and purchase order to NAPVI treasurer.

7. If payment is not received within 30 days, detach and send reminder copy of invoice.

8. If payment is not received within 60 days, photocopy remaining copy of invoice and send.

D. Multiple copies of free materials: for order of multiple copies of free materials,

1. Date stamp order.

2. Prepare invoice with "no charge" in balance due column.

3. Address envelope or label.

4. Package items with two copies of invoice and mail.

5. File original order plus remaining invoice copies in "orders processed" file.

VI. Contracts and Orders Made by NAPVI

A. Before ordering or making contract, consider needs and ascertain desired specifications. (Make a list of specifications so that comparisons will be accurate-- printed one side, black ink, punched, letter size, 200 copies.)

B. Orders or contracts for equipment, or those over $100, require approval from the NAPVI President or, in the alternative, the NAPVI treasurer, under Section I.E.1 of these procedures.

C. Negotiate order or contract for supplies and services with individual, company and/or agency.

D. Compose a letter of agreement containing the following information:

1. Date letter of agreement.

2. Name of both the National Association for Parents of the Visually Impaired, Inc., and the agreeing party (the supplier).

3. List of materials or services to be provided.

4. Beginning and ending dates for services, or delivery date for material.

5. Conditions and understandings.

6. Clause stating that once all copies of letter are signed and two are received by NAPVI, a formal contract is in effect.

7. Signature lines for both parties. (NAPVI president).

E. Make three copies of letter,

1. Send original plus two copies with authorized NAPVI signature(s) to the supplier.

2. File third copy of the letter in "contract for services or equipment".

F. When copies are returned with signatures, file both under "contracts--payment pending".

G. When services are completed or materials delivered,

1. Remove two copies from "contracts--payments pending" file.

2. Send one copy of the agreement with invoice or receipt to NAPVI treasurer.

3. File remaining copy under "contracts paid".

VII. Program Planning

A. Negotiate dates, costs, and meeting site with local sponsors,

1. Compose letter of agreement with hotel.

2. Send copy of hotel letter of agreement to local sponsor.

3. File copy of letter.

B. Confirm dates of program with appropriate NAPVI Board members and local sponsors.

C. Establish tentative program agenda and distribute to local sponsors.

D. Contact speakers and make arrangements for expenses as needed.

1. Determine contract.

2. Follow up with letter of agreement.

E. At least eight weeks, but preferably longer, ahead of meeting date, prepare announcements:

1. Newsletter.

2. Other journals, posters, and flyers.

3. Program description and registration form for local or area mailing. Indicate close-out date.

F. At least four weeks ahead,

1. Prepare specific program and invitation for mailing by National office and/or local sponsors.

2. Determine and arrange for audio-visual needs.

3. Prepare audio-visuals, hand-out materials, displays, etc.

4. Send copies of newsletter, publications, brochures, and order forms to hotel or local sponsor.

5. Send name tags, folders, extra programs, and receipt books, to hotel or local sponsor.

G. Two weeks ahead, check hotel and speaker arrangements.

H. Executive Director arrives one day early to check hotel arrangements.

I. Act as host to guest speaker(s).

J. After the meeting, send thank-you letters to speakers and local sponsors and develop any appropriate follow-up correspondence.

JOB DESCRIPTION

Position: Executive Director of the National Association for Parents of the Visually Impaired, Inc.

Qualifications:

1. Demonstrated organizational, management, interpersonal, and supervisory skills in a variety of public and private settings.
2. Demonstrated ability to communicate in public speaking and in print.
3. Experience in advocacy for children and youth with blindness or visual impairment.
4. Parent of blind or visually impaired child desirable.

General Duties:

The Executive Director is the administrative agent for the National Association for Parents of the Visually Impaired, Inc. He or she is responsible to the Board of Directors for the implementation of policies and programs approved by the Board, the ultimate purpose of which is to provide support, information, and services which improve the general welfare of all parents of visually impaired children, regardless of where they reside, their age, or their degree of disability.

In the performance of his or her duties, the Executive Director maintains a close working relationship with the President, Treasurer, and other Board members, as well as committee chairpersons, in order to facilitate the projects and services of NAPVI.

Specific Duties:

A. Administrative duties:

1. Supervises and coordinates all office procedures in accordance with NAPVI's manual procedures.
2. With the approval of the Board, selects, employs, and supervises such personnel as are required to fulfill the purposes of NAPVI, including clerical, secretarial, volunteer, and professional persons.
3. Facilitates and attends all meetings of the Board.

4. Provides the Board with such information it may require, including matters requiring policy clarification or revision, activities and trends of other organizations, progress reports, etc.

5. Institutes and maintains appropriate management controls for financial and personnel matters, including such records as may be required.

6. Prepares annual report.

7. Prepares and distributes quarterly circular to the Board.

8. Develops in conjunction with NAPVI Treasurer annual operating budget for Board review.

9. Assumes such other administrative duties as may be assigned by the Board from time to time.

B. Program duties:

1. Provides direction, coordination, and supervision to all projects and services of NAPVI following stated goals and policies.

2. Develops plans for further expansion or modification of NAPVI programs and services.

3. Coordinates planning of annual meeting, institutes, and workshops, as directed by the Board, and executes such agreements as are necessary.

4. Recruits local volunteers and coordinates their activities.

5. Maintains an up-to-date clearinghouse and system of information exchange on visual impairment and makes referrals for services to other organizations, agencies, and parent groups.

C. Liaison duties:

Along with appropriate board members:

1. Promotes and maintains effective working relationships with officials, department heads, agency administrators, and other such personnel involved in direct services to visually impaired persons.

2. Serves as liaison and coordinates effective and smooth relationships among National, State, and local groups of parents.

D. Public relations:

1. Assumes leadership for increasing public awareness and understanding of the nature and problems of parents of visually impaired children, and growth through public speaking, preparation of special materials such as pamphlets; brochures; and reports; assisting in the publication and distribution of AWARENESS: and developing information or releases to newspaper, television, and other communication media.

2. Apprises NAPVI members and other citizens of recent program and legislative developments on the Federal, State, and local levels.

3. Communicates programs and policies of NAPVI to other agencies and lay groups through the same means indicated above.

E. Fund-raising--coordinates and directs fund-raising efforts.

F. All other duties as may be assigned by the Board of Directors and/or Executive Committee from time to time.

JOB DESCRIPTION

Position: Administrative Secretary/Office Manager, National Association for Parents of the Visually Impaired, Inc.

Qualifications:

1. Ability to pursue duties independently.
2. Demonstrated written, oral language, proofreading, and interpersonal skills.
3. Familiarity with common office equipment.
4. Two years' experience in office procedures.
5. Ability to type 60 words per minute.

General Duties:

Under the direction and supervision of the Executive Director, manages the NAPVI office to facilitate the programs and services of the organization.

Specific Duties:

A. Office duties:

1. Receives and processes membership applications, orders for materials, and requests for information following NAPVI's Manual of Procedures.
2. Records financial transactions of the organization occurring in the office.
    a. Maintains ledger of incoming funds and payments due.
    b. Maintains petty cash.
3. Assists in preparation of reports, publicity materials, minutes, funding proposals, and so forth.
4. Responds to routine correspondence.
5. Assists in making travel and meeting arrangements.
6. Maintains filing system.
7. Prepares or supervises preparation of bulk mailings.
8. Responds to telephone requests for information.
9. Assumes such other duties as may be assigned by the Executive Director from time to time.

Need Area	Objective	Activities	Resources Needed
To provide relief from feelings of isolation to families of visually impaired children	To expand communication between individual members, parent groups and board members	Continue the quarterly publication of AWARENESS, increasing circulation to 1,500 members and 1,000 prospective members.	$4,800.00
		Expand the staff of the newsletter to facilitate contribution of articles and management of sections	Three members to serve as the staff of newsletter $1000.00
		Find volunteer group to process newsletter mail-out	Group of 10 volunteers
		Increase telephone and written communications with local groups and individual members	10 hours per month telephone time for long distance service/ central office - $1,800.00
		Provide mailings to each member consisting of	
		- 1 political action letter	$160.00
		- 2 renewal notices	$240.00
		- acknowledgement of membership with a gift	$160.00
		- 1 funding appeal	$160.00
	To hold three area workshops for parents	Locate sites and dates	$4,500.00
		Contract with speakers and facilities	
		plan and advertise meeting	
		Hold meeting	
		Executive Director	$9000.00
		Development	2,800.00

Need Area	Objective	Activities	Resources Needed
To provide information about care and treatment of visually impaired children.	To establish a User Resource Network		Staff time
			Staff time
			Staff time
	To publish brochure about importance and sources of information on standards for services to the visually impaired	Consult with National Accreditation Council (NAC) and professional organizations (ALLIANCE)	Staff time
		Develop text and layout for brochure	Staff time; Board member time
		Print and distribute to membership (3,000 copies)	$350.00
		Executive Director Development	$300.00 78.00

Need Area	Objective	Activities	Resources Needed
To assist in establishing local and state parent groups	To develop six new local parent groups and four affiliate groups	Determine which residential schools and which large public school systems have parent groups	Board member time
		Contact parents and solicit memberships as parent groups	Board member time $1,400
		Encourage four strongest parent groups to affiliate	Board member time
	To conduct leadership training seminar for national board members and present affiliates	Determine content and scope of training	Staff time
		Determine presentor(s)	Staff, Board time
		Locate funding for training	Staff time
		Select site and time	Staff time
		Conduct training	Consultant time; $1,500.
		Record seminar to be used for basic written materials	Staff time
	To produce packet of affiliate materials	Design and prepare packets	Staff, Board time
		Print and distribute to affiliates and those seeking information about affiliation	$150.
		Executive Director Development	2000.00 $606.00

Need Area	Objective	Activities	Resources Needed
To provide understanding of how to find and use resources	To provide lists of resources for parents	Develop list of parent groups	Consultant time; Staff, Board time
		Develop list of recreation programs	
		Develop list of sources of equipment	
			$1,800
		Executive Director	$1150.00
		Development	350.00

Need Area	Objective	Activities	Resources Needed
To expend a united effort to acquire and maintain quality services	To be recognized as the national organization for parents of visually impaired children	Attend and be represented at national conferences (ALLIANCE, CEC, APH and state CEC meetings)	$2,500.
		Obtain one large and three small convention display units	$2,000.
		Executive Director	$2850.00
		Development	882.00
	Scholarships		$1500.00

Need Area	Objective	Activities	Resources Needed
To communicate with and to provide encouragement to others	To develop a grandparents' group	Provide a concept article and survey through AWARENESS	Staff time
		Identify volunteers to operate grandparent group	Staff time $1,200
		Develop a packet of information for grandparents	Staff, volunteer time
		Print and distribute materials	$300.
	Identify Memorials	Executive Director	$1000.00
		Development	300.00
		Lifetime Memberships	

FISCAL 1973

Need Area	Objective	Activities	Resources Needed
To communicate needs of families of visually handicapped children to federal, state and local governments and agencies	To make need statements prepared by the Board known to appropriate bodies	Mail need statements prepared by the Board to appropriate bodies, as needed	$100.00
	Participate in political action activities on behalf of the handicapped, both positive and negative	political action activities	$500.00
		Executive Director	$360.00
		Development	115.00

Need Area	Objective	Activities	Resources Needed
To ensure that visually impaired children are accepted	To publish two articles related to attitudes and acceptance.	Publish two articles related to attitudes and acceptance in AWARENESS newsletter.	Staff, Board time
	Promote acceptance of blind adults as role models	Invite blind adults to participate in programs and other activities when appropriate	$1,500.00
		Executive Director	$1000.00
		Development	300.00

Need Area	Objective	Activities	Resources Needed
To provide technical support and office services to the organization	To establish more formal Board procedures in order to comply with bylaws and administrative requirements	Hold one executive committee meeting	$1,800.00
		Hold one board meeting	$5,500.00
	To establish committees with membership participation	Maintain chairmen, standing committees within the Board	Staff, Board time $1,100
		Identify and appoint members for each standing committee from each region	
		Establish other committees as needed	
	To establish technical advisory council	Identify areas of expertise needed	Staff, Board time $1000.00
		Identify experts in each area needed	
		Invite participation of experts	
		Executive Director	$6000.00
		Development	$1850.00

FISCAL 1986

Need Area	Objective	Activities	Resources Needed
To provide relief from feelings of isolation to families of visually impaired children	To expand communication between individual members, parent groups and Board members	Continue the quarterly publication of AWARENESS, increasing the circulation to 2,300 members and 1,000 prospective members	$6,000.00
		Increase telephone communication with members through watts line service	20 hours month/central 10 hours month/board members 10 hours month/member access telephone long distance service
		Begin information and referral service, supported by telephone 800 service	$2,000.00 10 hours month/staff time
		Provide mailings to each member consisting of - 1 political action letter - 2 renewal notices - 1 acknowledgement of renewal with gift - 1 funding appeal	$257.00 $257.00 $750.00 $257.00
	To hold three area workshops for parents	Locate sites and dates Contract with speakers and facilities plan and advertise meeting Hold meeting	$2,000.00

FISCAL 1986

Need Area	Objective	Activities	Resources Needed
To provide information about care and treatment of visually impaired children	To publish and distribute Case Management File Folder to parents of visually impaired children	Consult with professionals in preschool education	Staff time
		Survey forms used by school systems (residential and public)	Board time
		Develop forms and format	Staff, board time
		Print and distribute 500 copies	$500.00
	To publish and distribute information to parents about models of services with advantages and disadvantages listed	Consult with Council of Executives of Residential Schools for the Blind	Staff time
		Consult with those programs providing itinerant, resource, teacher consultant, homebased, etc. services	Technical advisory tir
		Survey existing literature	Staff, Board time
		Write and format material	Staff, Board time
		Print and distribute (500 copies)	$1,000.00

Need Area	Objective	Activities	Resources Needed
To assist in establish local and state parent groups	To develop eight new local parent groups and four affiliate groups	Determine which residential schools and large school systems have interest in establishing parent groups	Board member time
		Contact parents and solicit memberships as parent groups	Board member time
		Encourage four strongest parent groups to affiliate	Board member time
	To conduct leadership training for new board members, plus 20 selected participants from throughout the country	Determine content and scope of training	Staff time
		Determine presentor(s)	Staff, Board time
		Locate funding for training	Staff time
		Select site and time	Staff time
		Conduct training	Consultant time; $15.
		Record seminar to be used for basic written materials	Staff time

Need Area	Objective	Activities	Resources Needed
To provide understanding of how to find and use resources	To provide lists of resources for parents	Develop list of scholarships offered annually	Staff, Board, Consultant ti
		Develop list of low vision services	
		Develop list of preschool services	
		Develop list of rehabilitation center programs	
	To update and/or revise Take Charge! and Library Guide to Resources for Teachers	Survey resources	Consultant time, $500.00 Staff, Board time
		Identify changes needed	
		Rewrite and reformat as needed	
		Print and distribute	$1,000.00

Need Area	Objective	Activities	Resources Needed
To expend a united effort to acquire and maintain quality services	To be recognized as the organization for parents of visually impaired children	Attend and be represented at national conferences (ALLIANCE, CEC, APH, and state CEC meetings)	$2,500.00
	To establish communication with other groups of and for the handicapped	Establish gratis mailing list for AWARENESS	Staff time
		Establish Board liaisons with these other organizations	Board time

FISCAL 1986

l Area	Objective	Activities	Resources Needed
:ommunicate with and /ide encouragement to :rs	To develop a manual for "pilot parent" training	Identify scope and content of materials	Staff, Board time; Consultant time
		Locate appropriate consultants	Staff time
		Write and format materials	Consultant time, $1,500.00
		Print materials	$300.00
	To develop manual for "sibling awareness" training	Identify scope and content of materials	Staff, Board time; Consultant time
		Locate appropriate consultants	Staff time
		Write and format materials	Consultant time, $1,500.00
		Print materials	$300.00

FISCAL 1986

Need Area	Objective	Activities	Resources Needed
To communicate needs of families of visually handicapped children to federal, state, and local governments and agencies	To make need statements prepared by the Board known to appropriate bodies	Mail need statements prepared by the Board to appropriate bodies, as needed	$100.00
	To participate in political action activities on behalf of the handicapped, both positive and negative	Contribute to political action activities	$500.00

Need Area	Objective	Activities	Resources Needed
To ensure that visually impaired children are accepted	To publish two articles related to attitudes and acceptance	Publish two articles related to attitudes and acceptance in AWARENESS newsletter	Staff, Board time
	To promote acceptance of blind adults as role models	Invite blind adults to participate in programs and other activities when appropriate	$1,500.00

Need Area	Objective	Activities	Resources Needed
To provide relief from feelings of isolation to families of visually impaired children	To expand communication between individual members, parent groups and board members	Continue quarterly publication of AWARENESS, increasing the circulation to 3,000 members and 1,000 prospective members.	$6,500.00
		Continue telephone communications with members through watts line service	$2,500.00
		Continue information and referral service	20 hours month/10 hours 20 hours
		Begin leadership bulletin	$75.00
		Provide mailing to each member consisting of	
		- 1 political action letter	$420.00
		- 2 renewal notices	$630.00
		- 1 acknowledgement of membership with gift	$1125.00
		- 1 funding appeal	$570.00
	To hold three area workshops for parents	Locate sites and dates	$2,000.00
		Contract with speakers and facilities	
		Plan and advertise meeting	
		Hold meeting	

FISCAL 1987

Need Area	Objective	Activities	Resources Needed
To provide information about care and treatment of visually impaired children	To publish and distribute information on eye diseases and treatment of these conditions in children	Consult with medical professionals	Staff time
		Write material	Consultant time
		Obtain professional review of material	Consultant time
		Format and prepare for printing	$1,000.00
		Print and distribute materials	$1,000.00

Need Area	Objective	Activities	Resources Needed
To assist in establishing local and state parent groups	To develop six new local parent groups and four affiliate groups	Identify potential parent groups	Board member time
		Contact parents and solicit memberships as parent groups	Board member time
		Encourage four strongest groups to affiliate	Board member time
	To develop training materials based on leadership training seminars for distribution to the parent group officers and boards	Identify scope and content of training materials	Staff, Board time; Consultant time
		Survey existing materials including editing of materials from past seminars	Staff time
		Write and format materials	Staff, Board time
		Produce, print and distribute materials (200 copies)	$1,500.00

Need Area	Objective	Activities	Resources Needed
To provide understanding of how to find and use resources	To provide lists of resources for parents	Develop three lists as needed	Board, Staff time

Need Area	Objective	Activities	Resources Needed
To expend a united effort to acquire and maintain quality services	To be recognized as the national organization for parents of visually impaired children	Attend and be represented at national conferences (ALLIANCE, CEC, APH and state CEC meetings)	$2,500.00
	To prepare manual for parents on rights and procedures	Acquire basic manuals from protection and advocacy groups	Staff time
		Provide lists of protection and advocacy agencies	$50.00
		Prepare book giving basic appeal procedures, form letters, etc. and a comparison chart by state of timelines for due process proceedings	$300.00
	To prepare political action strategy handbook	Develop content and scope of handbook	Staff, Board time
		Write and format materials	Consultant time, $1,000.00
		Print and distribute to member groups and affiliates	$300.00

Need Area	Objective	Activities	Resources Needed
To communicate with and provide encouragement to others	To conduct national convention	Select time and place	Board time
		Outline program	Board time
		Identify and request funding	Staff, Board time
		Determine speakers	Staff, Board time
		Advertise event	Staff, Board time
		Make convention arrangements	Staff Board time; $15,000.00

Need Area	Objective	Activities	Resources Needed
To communicate needs of families of visually handicapped children to federal, state, and local governments and agencies	To make need statements prepared by the Board known to appropriate bodies	Mail need statements prepared by Board to appropriate bodies, as needed	$100.00
	To participate in political action activities on behalf of the handicapped, both positive and negative	Contribute to political action activities	$300.00

Need Area	Objective	Activities	Resources Needed
To ensure that visually impaired children are accepted	To publish two articles related to attitudes and acceptance	To publish two articles related to attitudes and acceptance in AWARENESS newsletter	Staff, Board time
	To promote acceptance of blind adults as role models	Invite blind adults to participate in programs and other activities when appropriate	$1,500.00

Need Area	Objective	Activities	Resources Needed
To provide technical support and office services to the organization	To establish and maintain formal ongoing Board procedures in order to comply with bylaws and administrative requirements	Hold one executive committee meeting	$1,800.00
		Hold one Board meeting	$5,500.00
	To maintain committees with membership participation	Maintain chairmen, standing committees within the Board	Staff, Board time
		Identify and appoint members for each standing committee from each region	
		Establish other committees as needed	
	To maintain technical advisory council	Identify areas of expertise needed	Staff, Board time
		Identify experts in each area needed	
		Invite participation of experts	

BUDGET

EXPENSES	1984-85	1985-86	1986-87
1. Personnel			
Executive Director	$ 23,660.00	$ 26,026.00	$ 28,628.00
Secretary	6,000.00	6,600.00	7,260.00
Contracted Services	7,281.00	8,009.00	8,810.00
Sub Total	36,941.00	40,635.00	44,698.00
2. Operations			
Facilities (rent)	8,400.00	8,400.00	8,400.00
Utilities	1,800.00	1,980.00	2,178.00
Telephone	1,450.00	2,495.00	2,744.00
Development	5,022.00	5,524.00	6,076.00
Printing	300.00	1,000.00	1,500.00
Postage	1,500.00	2,000.00	2,500.00
Travel	1,700.00	1,870.00	2,057.00
Equipment	3,300.00	3,300.00	3,300.00
Sub Total	23,472.00	26,569.00	28,755.00
3. Program/Projects			
Area I	10,320.00	11,521.00	21,245.00
Area II	350.00	1,500.00	2,000.00
Area III	3,778.00	15,000.00	1,500.00
Area IV	1,800.00	1,500.00	-0-
Area V	4,500.00	2,500.00	4,150.00
Area VI	1,500.00	6,600.00	15,000.00
Area VII	600.00	600.00	400.00
Area VIII	1,500.00	1,500.00	1,500.00
Area IX	9,460.00	6,800.00	6,800.00
Sub Total	33,808.00	47,521.00	52,595.00
Grand Total	$98,221.00	$114,725.00	$126,048.00

Budget

INCOME	1984-85	1985-86	1986-87
Dues	—		
Class A Memberships	$ 4,500.00	$ 7,375.00	$ 9,000.00
Class B.Memberships	750.00	1,125.00	1,500.00
Class C Memberships	1,800.00	2,760.00	3,600.00
Class E Memberships	750.00	1,125.00	1,500.00
Class F Memberships	3,500.00	5,400.00	7,200.00
Sub Total	11,300.00	17,785.00	22,800.00
Publication sales	2,000.00	3,000.00	4,500.00
Individual Contributions	8,000.00	12,000.00	15,000.00
Fees & Registrations	3,000.00	3,000.00	15,500.00
Bequests	-0-	-0-	-0-
Business/Group Contributions	500.00	1,000.00	2,000.00
Grants/Contracts			
AFB	22,000.00	-0-	-0-
Total Projected income	$ 46,800.00	$ 36,785.00	$ 44,300.00
Projected Development Needed	51,421.00	77,940.00	81,748.00
Grand Total	$ 98,221.00	$114,725.00	$126.048.00

APPENDIX D

TAKE CHARGE:
A GUIDE TO RESOURCES FOR PARENTS OF THE VISUALLY IMPAIRED

A LIBRARY RESOURCE GUIDE FOR TEACHERS
OF THE VISUALLYIMPAIRED

PARENTS TO THE RESCUE

HOW TO PACK 'EM IN:
A GUIDE TO PLANNING WORKSHOPS

YOUR CHILD'S INFORMATION JOURNAL

SOME FACTS ABOUT NAPVI

WHY JOIN NAPVI

AWARENESS (FALL 1984

PUBLICATIONS ORDER FORM

PUBLICATIONS LIST

WANTED

MEMBERSHIP BROCHURE

REPRINTS

TAKE CHARGE!

a guide to resources for parents of the visually impaired

written by:
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Lee W. Robinson

illustrated by:
Robin Crow

TAKE CHARGE!

A GUIDE TO RESOURCES

FOR PARENTS

OF THE VISUALLY IMPAIRED

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Visually Impaired

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Dear Parents,

As we gathered the material for this book, we tried to 'cover' the resources available to visually impaired children at the national level thoroughly. At NAPVI we are aware that there are many wonderful state and local resources available to parents all over the country. We have been steadily accumulating data which we could share with you about these services. We invite you to write us at our national office at 2011 Hardy Circle, Austin, Texas, 78757 or to call us at (512)459-6651 anytime Monday through Saturday when you have a question or a request for service information in your area.

Like 'doing the dishes,' a task like compiling resources available to parents is never done. Therefore, if we have inadvertantly failed to list an organization or resource that you know of on the national level, please let us know at the above address. Any oversight has been purely unintentional.

We ask you, the parent, along with any teachers, administrators, service providers who might read this book, to make your own nominations to NAPVI, INC. of valuable or helpful associations or materials in your area. (To do so, please send the nominated item OR a full description: Title,author, address including street, city and zip where obtainable, date published, publisher, etc. to NAPVI, Inc. at the above address and number.

The Authors:

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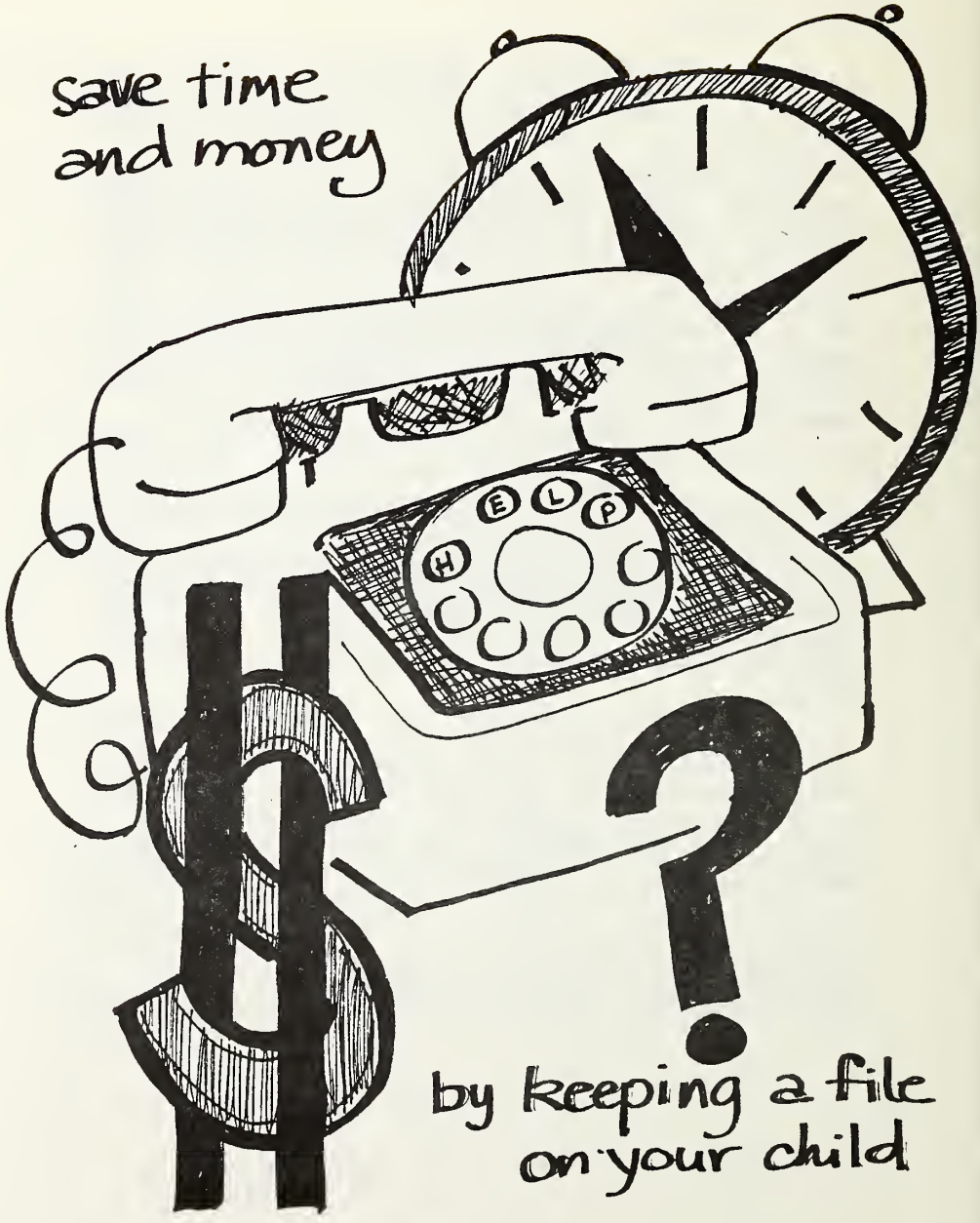
save time
and money



by keeping a file
on your child

INTRODUCTION TO FINDING RESOURCES

This guide has been compiled to increase awareness of the services offered to visually handicapped children. Various local, state and national agencies are charged with providing services to visually handicapped children; others serve all children including the visually handicapped. It is often difficult to identify either type because specific services are not widely known and general services do not regard their project as appropriate for the blind or visually impaired. It is hoped that the following information will be a useful resource in locating and using available services.

Some general considerations in locating and using services are: first, be persistent; second, be specific about the request and third, be patient.

Persistence is required even by the most experienced professionals when trying to find a particular service for the first time. For example, suppose that a teacher just found out about a summer recreation program for visually handicapped children supposedly sponsored by the city recreation department.

The teacher calls the number she was given and finds it to be a wrong number. The teacher finds the correct number of the recreation department from the telephone directory. When she calls, a recording informs her that it has been changed to another number. Finally the teacher gets through to the recreation department. The receptionist does not know of any

summer program but puts the call through to someone who will know; that person doesn't know. It is suggested that a call be placed to a special division of the recreation department for the handicapped. That office is in another building and has a different number. The number is called and the person answering says that no one from special populations is around right now and the secretary who works for that project is ill today. The teacher is asked to call back later.

The next day Teacher calls again. The secretary is back but doesn't know of any summer program. She will ask Mr. ___ as soon as he returns and call back if the teacher will leave her number. The teacher leaves her number.

The next morning Teacher finds a note that the recreation department called a few minutes after she had gone home. Teacher calls the recreation department and is told that the department has no such programs planned for this summer but if there is sufficient interest perhaps something could be planned for next summer. Mr. ___ also suggests she call the State Commission for the Blind because they might know of something.

Teacher finds the State Commission for the Blind listing in the phone directory and calls. This is the state office so she is given a different number for the district office. She calls the district office to find that the counselor is not in. The teacher leaves a number for the counselor to call when she returns.

After a meeting that afternoon Teacher returns and finds a message that Ms. ___ from the Commission returned her call. Teacher calls the Commission office again. Ms. ___ tells her there is a camp for blind children this summer sponsored by the Lions Club. Those interested should call Mr. ___.

Teacher calls Mr. ___'s number. It is his home phone and Mr. ___ is at work. It is suggested that the teacher call back in the evening since Mr. ___ is a salesman and is hard to reach at work.

That evening Teacher calls Mr. ___ and finds him at home. Yes, the camp is going to be operated by the Lions Club. They would be happy to have the child Teacher is speaking of. Mr. ___ will send an application out right away because they hope to have a final number for the camp by next Tuesday.

Before the end of the search it seems almost miraculous that the question was not forgotten. It takes persistent and patient effort to locate simple services. Even more time and effort may be required for some services. It should be remembered that no malicious intent was involved and that no one was negligent in this process. Also, Murphy's law usually applies: if anything can go wrong, it will.

Some strategies may help. First,start looking for services as early as possible. Second, use the time spent calling to advantage. If the person answering the phone states that they do not provide that service, find out for future reference what services are provided by the agency. Ask for brochures describing the service, eligibility requirements, etc. Last of all, don't give up. Many times programs are discontinued because not enough requests get through the maze to show a need or to make the program successful.

Being specific can save much time and effort when trying to locate services. This is perhaps the hardest thing for professionals and parents who are new to the 'game' to do. Like any other skill, experience is the best teacher; becoming familiar with the services of agencies by using them is the most helpful way to know and use them efficiently.

SAVE TIME AND MONEY

A frequent complaint by both parents and professionals is that much time and effort is wasted by agencies duplicating each other's efforts and having to go through the same red tape each time they apply for a new service. Many times such duplication could be avoided if parents would keep a file on the child. It is easy for professionals to be critical of parents for not remembering events in the correct order and their correct dates. Parents of normal children have trouble remembering such things as immunization records, tonsilectomies, etc. and they are under much less stress than parents of handicapped children. No one is likely to remember exact details of events scattered over a number of years unless they make a record. A real service to parents that can be easily done by professionals is to help get a file started on the visually impaired child so these records are available.

Some suggestions for materials to go in the file:

1. A sheet that has all pertinent information about the child's health as an infant: birthweight, health history, etc.; also mother's health during pregnancy.

2. Records of eye examinations: doctor's name, dates of surgery, recommendations, etc.

3. Schools or programs attended: beginning and ending dates, names of teachers and directors.

4. School records: special testings, individual education plans, grades or reports, awards, etc.

5. Names of people contacted in various agencies and what they said; also the date you spoke with them.

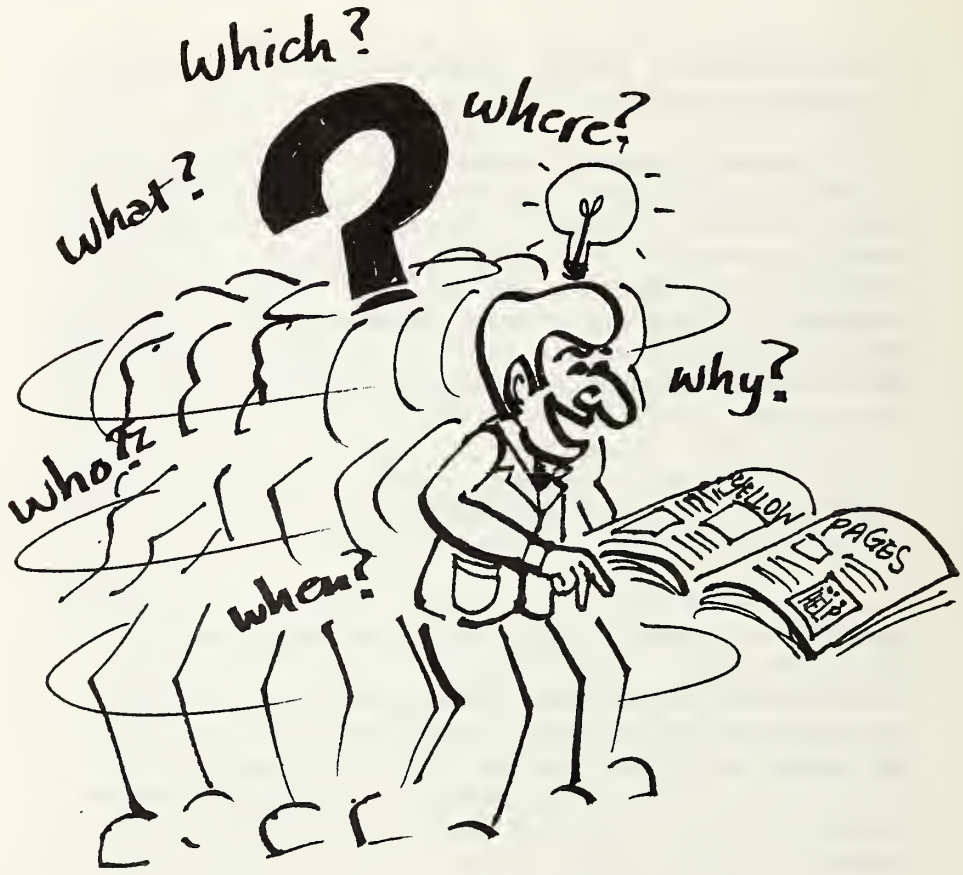
A lot of material can be accumulated so file folders or an expanding file will be needed.

In summary please remember that as the parent you are the most important person in your child's life. With persistence, patience and enough knowledge to ask specific questions and request appropriate services you can be an effective and efficient case manager. The jobs of chauffeur, nurse, bread winner, counselor and spouse are already a part of the work of being a parent. Case manager is another part of the job. It takes work, but it is worth it.

RESOURCES

The following pages provide information designed to help new parents locate and learn about services which meet their child's needs. There are 16 questions frequently asked by parents about the services available. Each of these questions is followed by the names of books, agencies and addresses which may be helpful. A brief description of each item is included to help in determining the usefulness of the source.

Remember the difficulties of trying to locate assistance. Even though every effort has been made to present the most important sources as accurately as possible, changes in address, etc. do happen. Please be persistent. If you become acquainted with other sources of information please do not hesitate to share your information with others. Write us and let us know so that the information may be shared by all.



Finding out about appropriate services for your child---

1. WHERE CAN I FIND OUT ABOUT APPROPRIATE SERVICES FOR MY CHILD?

One of the most convenient resources is the phone book. Look in the Yellow Pages under:

Educational Associations
Rehabilitation Services
Schools - Handicapped Children
Schools - Nursery and Kindergarten
Schools - Private
Schools - Public
Social Service Organizations

In the White Pages look under the name of your city, county or state or United States Government for specific social service agencies. Most states have a commission or division for the blind which can provide services, equipment or financial help or can refer to other sources for care and help. Other possible sources of help or information include the state education agency, state schools for the blind, state commission for rehabilitation and sheltered workshops such as the Lighthouses for the Blind. Many of these will be listed in:

**Directory of Agencies Serving the Visually Handicapped in the United States. American Foundation for the Blind, 15 W. 16th St., New York, NY, 10011.
--Lists agencies, institutions and organizations in the United States which work with blind and visually handicapped people.

Other published sources of information (many of which will be available from local or state libraries) include the following:

**Practical Advice to Parents: A Guide to Finding Help for Handicapped Children and Youth. 1976. Closer Look, National Information Center for the Handicapped, P.O. Box 1492, Washington, DC. 20013.
--A good guide to start with. Gives general suggestions for locating and contacting services. Includes suggestions for what to look for in selecting a school program.

**Directory of National Information Sources on Handicapping Conditions and Related Services. 1977. Clearinghouse on the Handicapped, Office for Handicapped Individuals, Department of Health, Education and Welfare, Washington, DC. 20201.
--Lists national organizations, federal information sources with an abstract of each. Gives the handicaps served, the scope of activities, services, eligibility, fees, notes. Has an extensive subject index.

**Directory for Exceptional Children: A Listing of Educational and Training Facilities. Porter Sargent Publishers, Inc., Boston, MA. Biennial.
--Lists associations, societies and foundations by exceptionality and by state, including Canada. Gives exceptionality served, type of facility, hours, type of service, cost, staff, sponsorship and gives a brief description.

**Education Directory. US Office of Education, Government Printing Office, Washington, DC. 1894-. Annual.
--In four parts: 1) State governments - alphabetically by state listing principal people in state agencies concerned with education; 2)public school systems - schools districts with 300+

pupils - alphabetically by state and then by school system; 3) higher education - schools with at least a two-year program of college level studies; 4) education associations - alphabetically with address, chief officer, publications, all listed under broad subject headings.

**Ellingson, Careth and Cass, James, Directory of Facilities for the Learning Disabled and Handicapped. 1972. Harper and Row, New York, NY.
--an "analytical description of diagnostic facilities...as well as a description of remedial therapeutic and developmental programs." Provides comparative data - as reported by each facility. Indicates diagnostic procedures, specialists available, testing instruments, parent conferences, faculty, funding.

**Guide to Summer Camps and Summer Schools. Porter Sargent Publishers, Inc., Boston, MA. Biennial.
--"A representatative presentation of camps throughout the US and Canada and travel and study in other countries." Camps listed do not include organization, day, adult or public camps. Summer programs are grouped geographically according to emphasis, e.g., 'Programs for Handicapped and Maladjusted.'

**National Accreditation Council for Agencies Serving the Blind and Visually Handicapped. 79 Madison Ave., New York, NY. 10016.
--Administers program of accreditation for agencies serving the blind and visually handicapped. Formulates standards for programs and services. Publishes manuals and self-study guides to aid agencies, schools and workshops

to qualify for accreditation. Also has a public education program.

**Parents' Yellow Pages. Frank Caplan, editor. 1978. Anchor Books, Garden City, NJ.
--Lists resources for all aspects of parenting such as childhood illnesses and discipline, as well as resources for different handicaps.

**US Department of Health, Education and Welfare, Office of Human Development Services, Administration for Children, Youth and Families, 400 6th St. SW, (P.O. Box 1182), Washington, DC. 20013.
--Administers the Head Start programs across the country. Coordinates all programs within the federal government for parents and children.
--The purpose of Head Start is to give educational and environmental enrichment to economically disadvantaged preschool children between the ages of three and six. At least 90 percent of the children must be from low-income families and 10 percent of the total enrollment must be handicapped children. Services are usually delivered through public or private non-profit agencies such as community action agencies or school districts.

**US Office of Education, Bureau of Education for the Handicapped, 6th and D Streets NW, Donahoe Building, Room 3120, Washington, DC. 20202.
--Assists agencies in meeting education needs of handicapped children who require special services. Administers programs such as support training for teachers and other professional personnel, grants for research, financial aid to help states improve their resources and media services including captioned films for the deaf.

--Learning Resource Branch can provide access to Regional Resource Centers and Direction Service Centers.
--Administers ten regional centers across the country which provide services to deaf-blind children.

Frequently, a local agency or service group will print a list of local service providers. Since the publishing agency will vary from city to city, it will usually be necessary to call many local service groups to find out if and where such a guide exists.

Where can I obtain medical and eye care for my visually impaired child?
HOSPITALS
OPTOMETRIST
OPTICIAN
Physicians and Surgeons- M.D.
OPHTHALMOLOGY
Local Service Agencies

2. WHERE CAN I OBTAIN MEDICAL AND EYE CARE FOR MY VISUALLY IMPAIRED CHILD?

In the Yellow Pages of the phone book look under:

Opticians
Optometrists - O.D.
Ophthalmologists - M.D.
Physicians and Surgeons - M.D. - Ophthalmology

An optometrist is a licensed, non-medical practitioner who measures refractive errors (irregularities in the size and shape of the eyeball or surface of the cornea) and eye muscle disturbances. The optometrist may use glasses, prisms and exercises in treatment. He may not prescribe eye medication or use surgical procedures. He will make referrals when his examination unveils pathology requiring medical treatment.

Some optometrists specialize in 'vision training,' exercises and activities designed to improve the student's ability to integrate the information he receives through the sense of sight into a perceptual framework consistent with information received from other senses. These programs are similar to the visual-motor, perceptual-motor programs found in some schools.

An ophthalmologist is a medical doctor who diagnoses and treats eye defects and diseases. He performs surgery when necessary and prescribes medication and other types of treatment, including glasses to correct refractive errors.

An optician is a non-medical practitioner who grinds lenses, fits them into frames and adjusts the frames to the wearer. Most optometrists and ophthalmologists write prescriptions for lenses and send their patient to an optical company where the glasses

are fitted by an optician. Opticians usually do not fit contact lenses. These are prescribed and fitted by an optometrist or ophthalmologist.

Other medical and eye care may be located through social service agencies or commissions for the blind. The Directory of Agencies by the American Foundation for the Blind (AFB) can suggest some other possibilities.

Low vision clinics may be affiliated with several types of agencies:

--schools of ophthalmology and optometry
--hospitals specializing in eye procedures
--a group of optometrists or ophthalmologists
--a local service agency.

One chapter of the Directory of Agencies by the AFB lists low vision clinics and services.

What are my child's rights and where can I obtain legal advice?

NOTES:

3. WHAT ARE MY CHILD'S RIGHTS AND WHERE CAN I OBTAIN LEGAL ADVICE?

P.L. 94-142 has required that all children between the ages of 3 and 21 receive the benefit of an appropriate education in the least restrictive environment. Before any child is put into a special program, he must have an Individual Education Plan (IEP), a plan which is built from the evaluations and concensus of professionals, teachers and parents. The plan cannot be implemented without the parents' approval and the parents must be included in the IEP meeting. If the parents do not concur with the plan they have the right of appeal. The following guidelines offer advice useful to all parents of handicapped children.

"Guidelines to Parents on an IEP for their Handicapped Child" --Texas Association for Retarded Citizens

"1. The IEP (Individualized Education Program) meeting must be planned at a time convenient for the parents. Do not accept an appointment date which is inconvenient to your schedule.

2. The parents must be involved in the development of the IEP. Do not sign an IEP previously written and sent home or presented to you at the meeting.

3. The IEP should specify the child's needs and placement in a program should happen only after the IEP is developed. Some schools have placed the child before the IEP is complete and then indicate to the parent that a transfer is impossible.

"For the IEP Meeting:

1. Take a friend-advocate who can support you.

2. Record the meeting (notes or tape recording). You have a right to tape this session if you desire.

3. Have your own list of goals for your child before you go into the meeting.

4. Be sure you can devote full attention to the meeting. It is good to bring your child unless he/she takes your attention away from the meeting.

5. Stay calm; do not lose your temper but be assertive in the goals for your child.

6. Ask lots of questions. Don't be afraid to ask for clarifications, e.g.:
School Official: "Your child is aggressive."
Parent: "What do you mean my child is aggressive? What does aggressive mean?"

7. Prepare yourself for a very polite reception from the school personnel who may have hidden agendas. Do not let politeness and compliments distract from your understanding of what's best for your child.

8. Rehearse your plans before the meeting.

"To Evaluate the IEP:

1. Does the IEP talk about support? Does it name the items needed to actually educate your child to his fullest potential?

2. Are there adequate evaluation measures written into the IEP to determine your child's growth potential.

"After the IEP Meeting:

1. Write a letter listing the program plans as you understood them and send it to the school principal. Also, send a copy to the Local ARC (Association for Retarded Citizens) (or your local advocacy group or your local support group for the relevant handicapping condition). Ask for a response to your letter.

2. If your response is not what you felt was agreed to in the IEP meeting, ask for another meeting and do not agree to the IEP until it is in a format you can accept.

3. Finally, if you cannot reach an agreement on the IEP, insist on a 'Due Process Hearing,' by a Hearing Officer appointed by your local school district.

4. For help in the 'Due Process Hearing,' contact your local or state ARC office (or your local advocacy group.) "

It is important to emphasize that it is up to the parent to ensure that the child receives the benefit of these laws. The legal requirements for education and the procedures for compliance are there, but unless the parent is an active participant in the child's behalf, he/she cannot be sure that the child is in fact receiving the full benefit of the law.

If agencies do not comply with these legislated requirements, by virtue of Section 504 of the Rehabilitation Act of 1973, they are in violation of the

child's civil rights. Legal advice may be obtained from:

**The National Center for Law and the Handicapped, 1235 N. Eddy Street, South Bend, IN. 46617.

In addition, several useful manuals are currently available:

**Education for your Handicapped Child. Advocacy Incorporated, 5555 N. Lamar, Suite K-109, Austin, TX. 78751 (toll free number: 1-800-252-9108).
--A manual for parents with basic information on how to deal with problems in education. It contains explanations of the law, definitions, sample letters and a list of resources. Free to parents.

**Advocacy Manual for Parents of Handicapped Children. 1976. Institute for Child Advocacy, 4305 S. Broadway, Los Angeles, CA. 90037.
--Talks about education, tax deductions, SSI, and resources.

**CCHC Newsletter. Coordinating Council for Handicapped Children, 407 S. Dearborn, Room 1090, Chicago, IL. 60605.
--Fact sheets summarizing legislation, income tax preparation, SSI and other key issues.

**National Children's Directory: An Organizational Directory and Reference Guide for Changing Conditions for Children and Youth, Mary Lee Bundy and Rebecca Glenn Whaley, eds. 1977. Urban Information Interpreters, Inc., College Park, MD.
--Describes groups organized toward improving

conditions for children and youth in the US--federal, national and local. Covers all types of children including handicapped. Includes reference sources for citizen action and children and youth affairs periodicals. Agencies are listed by state.

**Schimmel, David and Fischer, Louis, The Rights of Parents in the Education of Their Children. 1977. National Committee for Citizens in Education, Suite 410, Wilde Lake Village Green, Columbia, MD. 21044.

Most states have an advocacy organization, as well as a Legal Aid office and a Lawyer Referral Service which usually has a toll-free number and can help in identifying a lawyer for a specific problem. Entries under 'Attorney Referral Service' and 'Legal Aid' in the Yellow Pages may provide a start.

Other resources that may be useful include:

**Congressional Quarterly's Washington Information Directory, Congressional Quarterly, Washington, DC. Annual.
--Divides sources of information into three categories: 1)agencies of the executive branch, 2) Congress, 3)private or non-government organizations. Gives name, address,phone number and director of organization with a description of what organization does. Has a subject index, agency and organization index plus numerous appendices, e.g. the 'Congressional Appendix' gives each member's Capitol Hill Office address, phone number, key staff plus committee assignments and information on district offices. Gives membership of all committees and sub-committees and a quick biography of members.

**US Government Manual, Office of the Federal Register, National Archives and Records Service, General Services Administration. Annual.
--Official handbook of the Federal Government. Describes purposes and programs of most government agencies and lists key officials. Briefer statements are included for quasi-official agencies and certain international organizations. Begins with a guide to government information. Gives information about abolished and transferred agencies and functions, plus common acronyms.

Individual
Education
Plan

TO what benefits is my child entitled?
SSI
TRAVEL EXPENSES
IRS EXEMPT
HIGHER EDUCATION
INDIVIDUAL EDUCATION PLAN

4. TO WHAT BENEFITS IS MY CHILD ENTITLED?

Supplemental Security Income: 'SSI' is a program that makes monthly payments to disabled or blind people (or people age 65 or older) based on their income, resources and living arrangements. If a child is mentally or physically disabled, they will take the parents' income and resources into account to determine the eligibility of the child. The following is an example of how SSI eligibility may be determined.

Suppose that a 10-year-old mentally retarded child is living with his parents. There are three other children living in the household. None of these children is disabled. The father is earning $12,000 per year. No other member of the household has any income. As a result, gross monthly income is $1,000 per month. In order to determine if the child is eligible, we will go through the following steps.

1) Deduct $88.90 per month for each ineligible child in the household. There are three ineligible children in this example so we subtract $226.70 (3 times $88.90) from $1,000, leaving $733.30 per month.

2) Then subtract $85.00 for work expenses and a general exclusion leaving a balance of $648.30.

3) Then subtract $533.40 as an allocation for the parents' living expenses, leaving $114.90 per month ($648.30 minus $533.40).

4) Then subtract $20.00 as a general exclusion, leaving 94.90 per month.

This final figure of $94.90 is the amount that

would be counted as available to the child. In computing the SSI payment, an SSI check of $177.80 minus the child's income of $94.90 would be paid. The amount of the monthly SSI payment would be $82.90 per month.

As you may have guessed, if the parents' income in this example was about $1,200 per month, the child would not have been eligible for SSI. If the parents' income had been less than $900 per month, the child would have been eligible for a full SSI payment of $177.80 per month.

It is important to note that a child's eligibility does depend on many factors and that there is no way you can be sure that a child is or is not eligible for SSI unless you contact your local Social Security Office. You can call or write the office if you wish to have more information. A verbal statement of eligibility may not be accurate, so it is important to file a written application. If you file a written application, you will need to go to the office in person and, if the child can come, bring him/her with you. Anyone qualifying for SSI will also qualify for medicaid benefits.

When you go to the Social Security office to apply, you should take with you as many of the following as possible: proof of age (unless you are getting Social Security checks); the latest tax bill or assessment notice on any real property you own, except the home you live in; names of any people who help with your financial support and the amount of money they provide; bank books, stock certificates and bonds; motor vehicle registration; proof of pensions and annuities; copies of your most recent income tax return and W-2 forms; a list of doctors, hospitals and other places of treatment if you are blind or disabled. It will save time, too, if you know the amount of cash you have on hand and the value of your car. You should also have your child's social security card with you.

Disabled or blind students age 18 to 21 should have a school identification card, tuition receipt or similar evidence of school enrollment.

Your local Social Security Administration office will be listed in the white pages of the telephone directory under "US Government, Social Security Administration." If you live in a rural area you will need to contact the local office in the nearest large city.

Travel Concessions: A blind person and his sighted companion may travel for one fare on most railroads and bus lines in the United States through a program made possible by an amendment to the Interstate Commerce Act in 1927. In some parts of the country one full first-class fare is charged, while elsewhere concessions are available on coach rates. A blind person accompanied by a guide dog and a sighted companion is not eligible for this privilege, nor are two blind persons traveling together; each individual must pay full fare. Airlines do not give fare reductions; some steamship companies do.

Anyone who is totally blind or whose vision is so defective that he requires a companion in unfamiliar surroundings and for whom it would be a hardship to pay two full fares is eligible. An identification card and a coupon book are required. These and further information are available from the American Foundation for the Blind, 15 West 16th Street, New York, NY. 10011.

Tax Exemption: Blind individuals can claim an extra income tax deduction in computing their income tax. This does not apply to parents of a blind child.

Higher Education: Frequently higher education can be considered to be rehabilitation for a blind or visually handicapped individual, for which the state department of rehabilitation will pay some or all of the expenses. This could include readers and special books and equipment. Contact your state department of rehabilitation for more information.

NOTES:

ONCE UPON A TIME
THERE WAS A LITTLE GIRL
BRAILLE TALOGUE 1987
THE SOUND OF MUSIC
AMERICAN HISTORY VOLUME ONE
CAREER OPTIONS

5. WHERE CAN I OBTAIN BOOKS AND RECORDED MATERIAL FOR MY CHILD?

**US Library of Congress, National Library Service for the Blind and Physically Handicapped, Washington, DC. 20542.
--Through state and regional library system provides talking books, braille books, cassette books, open-reel books and reading aids. Provides basic library materials for children, assists in locating materials not available through the library and provides information as to how to obtain reading aids.
--Distributes a number of popular magazines on flexible disk. One of these is Choice Magazine Listening, a bi-monthly anthology of selected articles, fiction and poetry from current periodicals.
--Service is for those who are unable to read regular printed materials. All books, playback equipment and mailing is free. Application can be made to the local state library or the Library of Congress. Application includes certification of the handicap which may be made by a physician, teacher or other qualified person.

**Dialogue Publications, Inc., 3100 Oak Park Ave. Berwyn, IL. 60402.
--Produces soundsheet, Dialogue, a quarterly magazine of original stories and articles, plus information of special interest to blind people. Publishes a newsletter, "The Log," a quarterly report of the organization's activities.

**National Association for the Visually Handicapped, Inc. 3201 Balboa Street, San Francisco, CA. 94121.
--Produces and distributes large-type (18-point)

reading materials to schools, libraries, senior citizen centers, hospitals and individuals on request. Offers discussion groups to parents of partially-seeing children under the leadership of a professional panel.

**National Braille Press, Inc., 88 St. Stephen Street, Boston, MA. 02115.
--Publishes three magazines in braille: Weekly News, Our Special and Rehabilitation Teacher. Provides tape and disk recordings and braille transcriptions of all kinds of materials, including mathematics and music braille. Gives priority to requests for high school and college textbooks and professional materials, but any materials are willingly transcribed.

**National Braille Association, 85 Godwin Ave., Midland Park, NJ. 07432.
--Brings together those interested in production and distribution of braille, large type and tape recorded materials for the visually impaired. NBA Braille Book Bank provides thermoform copies of hand-transcribed texts to college students and professional persons. Publishes aids for transcribers, including quarterly publication, NBA Bulletin.

**Recording for the Blind, 215 East 58th Street, New York, NY. 10022.
--Records textbooks for blind students of all ages. Recordings made on request and free of charge by volunteers.
--Maintains a central library in New York City.
--Publishes a catalog and a newsletter.

There are numerous denominational and other special subject publishers which may be identified through the AFB Directory of Agencies.

Educational development through special materials and equipment...

NOTES:

6. WHERE CAN I OBTAIN SPECIAL MATERIALS AND EQUIPMENT FOR MY CHILD'S EDUCATIONAL DEVELOPMENT?

Two options are possible (they are not mutually exclusive): The federal government allocates a specific amount of money for each visually impaired child ("quota funds") which is given to the American Printing House for the Blind and which the state education agency providing services to those children may claim in the form of special education materials and equipment. This equipment is loaned to the student as long as the student is in the school and has need of it. This would cover such equipment as tape recorders, braillers, modified science equipment and braille paper. For this service contact the state agency responsible for education of the visually handicapped or the state school for the blind.

If an individual prefers to purchase their own equipment, the following sources may be useful:

**American Foundation for the Blind, 15 West 16th Street, New York, NY. 10011.
--Produces aids and appliances for the blind and visually impaired - adapted materials for many facets of daily living, such as kitchen and medical aids, tools and game components.
--Maintains a special reference and lending library relating to the blind and their welfare (M.C. Migel Memorial Library.)
--Sponsors topical workshops across the country and provides consultation to agencies who work with blind people.
--Publishes numerous information pamphlets and books - listed in "Catalogue of Publications."
--Publishes Journal of Visual Impairment and Blindness, (formerly New Outlook for the Blind)

Monthly (Sept. to June). -Covers research, ideas, news and discussion from the field. AFB Newsletter, Quarterly. -News from AFB; Washington Report. Bi-monthly. -Legislative news from Washington of significance to blind and handicapped people.

**American Printing House for the Blind, 1839 Frankfort Ave., P.O. Box 6085, Louisville,KY. 40206.
--Provides educational materials for all ages of blind and visually handicapped people. This includes teaching aids; books in braille; large print and recorded on cassette and disk; and special equipment.
--Instructional Materials Reference Center is a national reference center for locating materials for blind and visually impaired children and adults.

**Howe Press of Perkins School for the Blind, 175 North Beacon Street, Watertown, MA. 02172.
--Manufactures and sells the Perkins Brailler, slates, styli, mathematical aids, games, braille printing equipment, braille-vision books for children, maps, music and heavy and light grade braille paper.

**American Thermoform Corporation, 8640 Slauson Ave., Pico Rivera, CA. 90660.
--Produces Thermoform Brailon Duplicator (machine which makes a plastic copy of braille text) and Brailon Thermoforming plastic.

**Science for the Blind Products, 221 Rock Hill Road, Bala Cynwyd, PA. 19004.
--Produces adapted scientific equipment for blind people.

**Telesensory Systems, Inc., 3408 Hillview Ave., P.O. Box 10099, Palo Alto, CA. 94304.
--Produces the Optacon (OPtical TActile CONverter -- it transforms print into tactile impressions), the Speech Plus Talking Calculator and is developing other electronic reading equipment for blind people.

**International Guide to Aids and Appliances for Blind and Visually Impaired Persons, American Foundation for the Blind, Inc., 15 West 16th St., New York, NY. 10011.
--Lists sources of aids and appliances from around the world by product and by country.

Closed circuit television systems enable partially sighted people to read printed material as an enlarged image on a TV screen. Two different systems are available from:

**Apollo Lasers, Inc., Electronic Visual Aid Department, 6357 Arizona Circle, Los Angeles, CA. 90045.

**Visualtek, 1610 26th St., Santa Monica, CA. 90404.

Other systems are also available. Many are listed in the International Guide to Aids and Appliances.

Magnifying lenses and low vision aids may be obtained through various optical suppliers and low vision clinics (see question #2). The International Guide to Aids and Appliances lists many sources.

If an individual needs special equipment which they cannot afford and they do not fit into the guidelines of local funding sources, there are some other options. Many local service groups such as Lions, the

Shriners, Delta Gamma and the Knights Templar may assist in the purchase of special equipment. These organizations may be found through the Chamber of Commerce or by contacting their national offices:

**Delta Gamma, 3250 Riverside Dr., Columbus, OH. 43221.

**International Supreme Council of World Masons, 1775 W. Forest Ave., Detroit, MI. 48206.
--Among their many activities, they conduct charitable and community programs, grant scholarships; aid state councils for the blind.

**Knights Templar Grand Encampment, USA (Masonic), 14 E. Jackson Blvd., Suite 1700, Chicago, IL. 60604.
--Supports Knights Templar Eye Foundation which pays for eye treatment, surgery and hospitalization for the needy.

**Lions Club International, 300 22nd St., Oakbrook, IL. 60570.

If no local or other resources are found, one can apply for a grant from a foundation. There are many foundations and grants may be found for individuals as well as for organizations, in funding amounts from very small to very large. The following resources should suggest where one might begin looking.

**Annual Register of Grant Support, Marquis Academic Media, Chicago, IL. 13th ed., 1979-80.
--Easy to follow. Lists grantors, areas of interest, type, number of applicants, number of awards, officers, directors, inquiry address. Especially useful for those applying for grants but also may be used to see what type of research is being funded.

--Uses a subject approach with indexes to subject, organization and program, geographical region and personnel.

**The Foundation Center, New York, publishes numerous directories and indexes to grants. The Center acts as a resource for anyone applying to grant-making foundations for funds; compiles descriptive data and statistics on the foundation field for the use of foundation trustees and officers, regulatory agencies and others. Has libraries in New York and Washington, DC plus offices across the country. Its publications include:

**The Foundation Center Source Book, 1975/76. 2 vols. Terry-Diane Beck and Alexis Teitz Gersumky, editors. 1976. The Foundation Center, Distributed by Columbia University Press, New York.
--Relates the needs of fund seekers to activities of foundations and assists foundations in making programs known.
--Includes the larger grant-making foundations in the US on a national or regional basis and foundations with assets greater than $7 million selected from the Foundation Directory, 5th ed.
--Indicates which foundations do not give grants to individuals. Describes the foundation, its purpose, financial data and grants given in the preceding year.

**Foundation Directory, Marianna O. Lewis, editor. 7th ed. 1979.
--Information about non-government grant-making foundations in the US. Listed alphabetically by state.

**Foundation Grants Index, 1978: A Cumulative Listing of Foundation Grants. Compiled by the Foundation Center. Lee Noe, grants editor. 1979. Distributed by Columbia University Press, New York.
--Standard reference source on private foundation grants - grants from private or community foundations in the US greater than $5,000.
--Does not include grants made to individuals.
--Divided by state recipients, key words, subject categories and foundations.

**Foundation Grants to Individuals, 1977. Carol M. Kurzig, general editor. The Foundation Center, New York.
--Profiles programs of more than 1,000 foundations that grant to individuals. Arranged by broad program area with a subject index.

**Margolin, Judith B., About Foundations: How to Find the Facts You Need to Get a Grant. 1977, Rev. Ed., with 1978 addendum. The Foundation Center, New York.
--A guide for doing foundation funding research.

Another useful guide is:

**Federal Assistance for Programs Serving the Handicapped. Sept. 1977. DHEW, Office of the Assistant Secretary for Human Development, Office for Handicapped Individuals, Washington, DC. 20201. DHEW Pub. No. (OHD) 77-22001.
--Most of the listed programs provide assistance to the handicapped or people working with or for them. Some programs are serving a larger segment of the population, but are mandated to spend a certain percentage of funds for serving the handicapped. Medical research programs which have implication in the field

of handicaps are listed by title, as are programs of the Urban Mass Transportation Administration, which is committed to facilitate mass transportation systems that can be used by handicapped individuals. Programs are presented according to four categories: formula grants to states, project grants, direct payments and non-financial assistance. A subject index and an index on applicant eligibility are provided in the back. A selection of the most important state agencies servicing the handicapped has been included. Finally there is a small selection of bibliographic references to the numerous books in the funding field.

NATIONAL ASSOCIATION FOR PARENTS OF THE VISUALLY IMPAIRED
AMERICAN COUNCIL OF THE BLIND
NATIONAL BRAILLE ASSOCIATION
NATIONAL FEDERATION OF THE BLIND
COUNCIL FOR EXCEPTIONAL CHILDREN
AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND
ASSOCIATION FOR THE EDUCATION OF THE VISUALLY HANDICAPPED

7. WHERE CAN I MEET OTHERS TO SHARE INFORMATION AND IMPROVE PUBLIC AWARENESS OF THE PROBLEMS OF VISUALLY HANDICAPPED CHILDREN? WHAT ORGANIZATIONS ARE CONCERNED WITH WORKING WITH VISUALLY IMPAIRED AND PRESCHOOL CHILDREN?

**The National Association for Parents of the Visually Impaired, 3329 Northaven Road, Dallas, Texas 75229
--A newly formed non-profit group of parents organized to provide support to parents and families by gathering and disseminating resource information regarding visually impaired children and youth on local, state and national levels; and to encourage the formation of parent groups on a local level.
--They can also provide information about existing parent groups.
--Publication: Awareness. Quarterly.
--Offers workshops on organizing a parent group, rights and responsibilities of parents, trends in the field of education of the visually impaired and communication skills between parent and professional.
--They will help with special projects upon request.

**American Association of Ophthalmology, 1100 17th St. NW, Washington, DC. 20036.
--Purpose: to gather, study and disseminate information to the profession and to the public relating to scientific eye care; to promote conservation of vision and prevention of blindness through more effective utilization of scientific knowledge of ophthalmology and related branches of medicine.
--Publishes information pamphlets and films

about ophthalmology and vision.
--Publication: The Ophthalmologist. 1958.- Bi-monthly.
--Annual convention.

**American Association of Workers for the Blind, Inc., 1511 K St. NW, Washington, DC. 20005.
--Individuals and agencies interested in welfare of the blind and the prevention of blindness.
--Publications: News and Views, bi-monthly. Blindness, annual; Convention Proceedings, biennial.
--Holds biennial regional meetings and annual chapter meetings.

**American Council of the Blind, 1211 Connecticut Ave. NW, Washington, DC. 20006. Parent affiliate address: Route A, Box 78, Franklin, LA. 70538.
--An affiliate of individual members and 44 occupational and state organizations of persons concerned with blindeness. Provides referral services, tape library, consultative and advisory services to individuals and organizations with regard to legislation, litigation, credit unions and state programs.
--Publications: The Braille Forum. Monthly; Parent newsletter, quarterly.

**American Optometric Association, 7000 Chippewa St., Saint Louis, MO. 63119.
--Professional society of optometrists.
--Publishes information pamphlets and films about vision and seeing; also use and care of the eyes.
--Publications: AOA News; Journal of the American Optometric Association. 1925-. Monthly.
--Annual meeting.

**Association for Education of the Visually Handicapped, 919 Walnut St., 4th Floor, Philadelphia

PA. 19107.
--Teachers, administrators, parents, house-parents of blind children, schools and others interested in education, guidance, vocational rehabilitation or occupational placement of the blind and visually impaired.
--Biennial national and regional conferences.
--Publications: Fountainhead. 1959-. Quarterly news bulletin. Education of the Visually Handicapped. 1951-. Quarterly. -methods, techniques, etc. for educators, parents, and others in the field. Convention Selected Papers. Biennial.

**Council for Exceptional Children, 1920 Association Drive, Reston, VA. 22091.
--Teachers, school administrators and teacher educators with 'concern for children whose instructional needs differ from the average enough to require specific services.'
--Sponsors annual conference for educators and others working in all areas of exceptionalities.
--Publishes books, pamphlets and films relevant to teaching exceptional children.
--Has groups for each exceptionality including a Division for the Visually Handicapped.
--Publications: Update, 1969-. Quarterly newsletter. Exceptional Children. 1934-. 8/year. Research, methods and techniques for professionals working with exceptional children. Exceptional Child Education Resources (formerly Exceptional Child Education Abstracts). 1969-. Quarterly. --Abstracts of articles relevant to exceptional children. Teaching Exceptional Children. 1968-. Quarterly. Offers teaching ideas from and for those working with exceptional children.

**International Institute for Visually Impaired Birth to Seven, Inc., 1975 Rutgers Circle, East Lansing, MI. 48823.
--To promote, foster, encourage and develop activities and programs pertaining to any and all areas of growth, development, education and welfare of preschool visually impaired children worldwide. It will act as a central coordinating agency and information center for teachers, parents and others concerned with the early development and education of visually impaired preschool children and/or their families.

**National Association for the Education of Young Children, 1834 Connecticut Ave. NW, Washington, DC. 20009.
--Teachers and workers from day care centers and other groups with programs for young children and those in the field of early childhood education and child development. Open to all interested in serving and acting on behalf of needs and rights of young children, with primary focus on provision of educational services and resources.
--Sponsors annual conference.
--Publishes numerous books and pamphlets.
--Publication: Young Children. 19440. Bimonthly.

**National Association for the Visually Handicapped, 305 E. 24th St., New York, NY.10010.
--Group supporting NAVH work in publishing and distributing large print texts and reading materials. An information clearinghouse regarding all public and private services for partially-seeing people.
--Publishes books, guides, manuals on the growth and development of the partially-seeing child.

--Publications: In Focus. 3/year. --Newsletter for children. Seeing Clearly. 3/year. Newsletter for adults. Bulletin. Annual. Catalogue of Large Type Publications. Annual.
--Has an annual convention.

** National Braille Association, Inc., 85 Godwin Ave., Midland Park, NJ. 07432.
--Volunteers who produce materials in braille, large print and on tape. Also includes professional workers and users.
--Braille Book Bank contains college level and career materials, mostly commonly-used tables in mathematics, brialle music.
--Publications: NBA Bulletin. Quarterly. News from the field, tips for transcribers. Also publishes conference proceedings, catalog, training manuals.

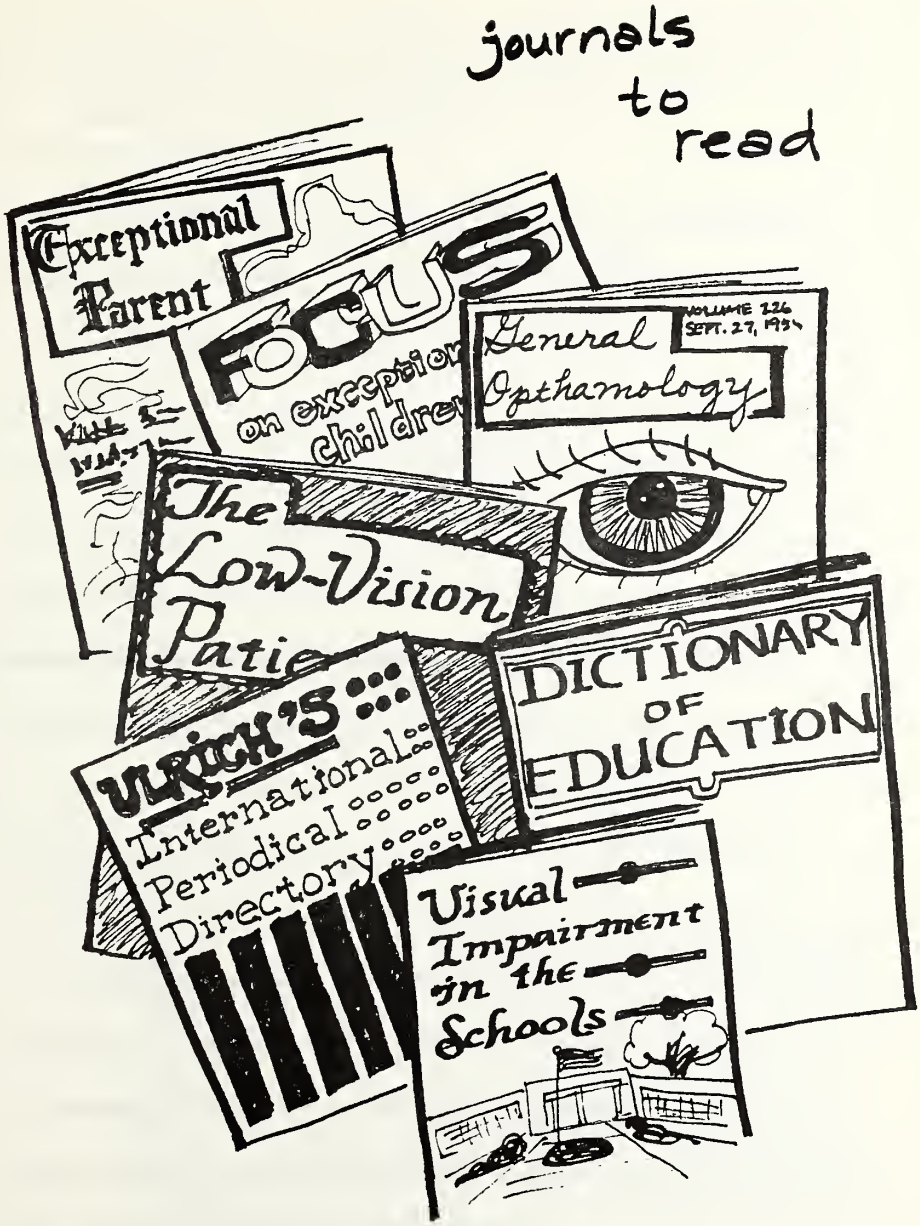
**National Federation of the Blind, P.O. Box 4422, Baltimore, MD. 21223.
--"For the complete integration of the blind into society on a basis of equality." Promotes legislation, evaluates programs and promotes needed services.
--Has annual convention.
--Publication: Braille Monitor. 1956-. Monthly.

**National Retinitis Pigmentosa Foundation, Inc. Rolling Park Bldg., 8331 Mindale Circle, Baltimore, MD. 21207.
--Purpose: to bring about understanding of causes of retinal degenerative diseases and to stimulate development of treatment and cure for them.
--Numerous regional chapters.
--Sponsors a quarterly newsletter, an annual report and an annual workshop.

**National Society for the Prevention of Blindness, 79 Madison Ave., New York, NY. 10016.
--Professional and lay persons interested in preventing blindness and conserving sight through public and professional education, research and community services.
--Publishes pamphlets and information related to the prevention of blindness; also puts out a 'Home Eye Test Kit' for vision screening.
--Publications: The News. 1951-. Quarterly newsletter. Sight Saving Review. 1931-. Quarterly.
--Sponsors a biennial conference.

Other associations may be identified through the AFB Directory of Agencies (p. 1) and the following:

**Encyclopedia of Associations, Nancy Yates Denise Akey, co-editors. 1956-. Biennial. 3 vols. Gale Research Co., Detroit, MI.
--Lists non-profit American membership organizations of national scope. Gives location, size, objectives and other essential information. Indicates inactive and defunct organizations. Organized under broad subject categories with indexes to subject, name, geographical location, executives and new associations and projects.


journals
to
read
Exceptional Parent
FOCUS
on exceptional Children
VOLUME 226
SEPT. 27, 1951
General Opthamology
The Low-Vision Patie
ULRICH'S
International
Periodical
Directory
DICTIONARY
OF
EDUCATION
Visual Impairment in the Schools

NOTES:

8. BESIDES THE JOURNALS PUBLISHED BY THE ORGANIZATIONS LISTED IN QUESTIONS 5, 6 AND 7, WHAT OTHER JOURNALS ARE PUBLISHED THAT WOULD BE OF INTEREST TO ME?

**Exceptional Parent. 1971-. Bi-monthly. Psy-Ed Corp., Room 700, Statler Office Building, 20 Providence St., Boston, MA. 02116.
--Articles for and about parents and families of exceptional children. Features ideas, discussions, issues.

**Focus on Exceptional Children. 1969-. Monthly, (Sept-May). Love Publishing Co., 6635 E. Villanova Place, Denver, CO. 80222.
--One in-depth feature article per month about current issues relating to teaching and parenting exceptional children.

**National News Patch. Quarterly. c/o Pat Troisi, Oregon School for the Blind, 700 Church St., Salem, OR. 97310.
--News and ideas from and for those working with preschool visually handicapped children.

A comprehensive source for identifying and locating additional journals is:

**Ulrich's International Periodical Directory: A Classified Guide to Current Periodicals, Foreign and Domestic. Quarterly with annual cumulations. R.R. Bowker Co., New York.
--62,000 periodicals published throughout the world - those currently in print and issued more than once a year usually at regular intervals. Also gives new serial titles, title changes and cessations. Gives publishing and subscription information.

--Talks about subnormal vision, determining visual acuity and low vision aids. Discusses more common eye conditions and their effects. Language is fairly technical.

**Harley, Randall K. and Allen, Lawrence G., Visual Impairment in the Schools. 1977. Charles C. Thomas, Publisher, 301-327 East Lawrence Ave., Springfield IL 62703.
--"Designed to provide a foundation for a better understanding of the structure and function of the eye and its diseases and the process of visual learning for children with visual impairments." Intended for teachers, health personnel and parents. Not overly complex. Discusses the eye and its diseases and the education of children with low vision.

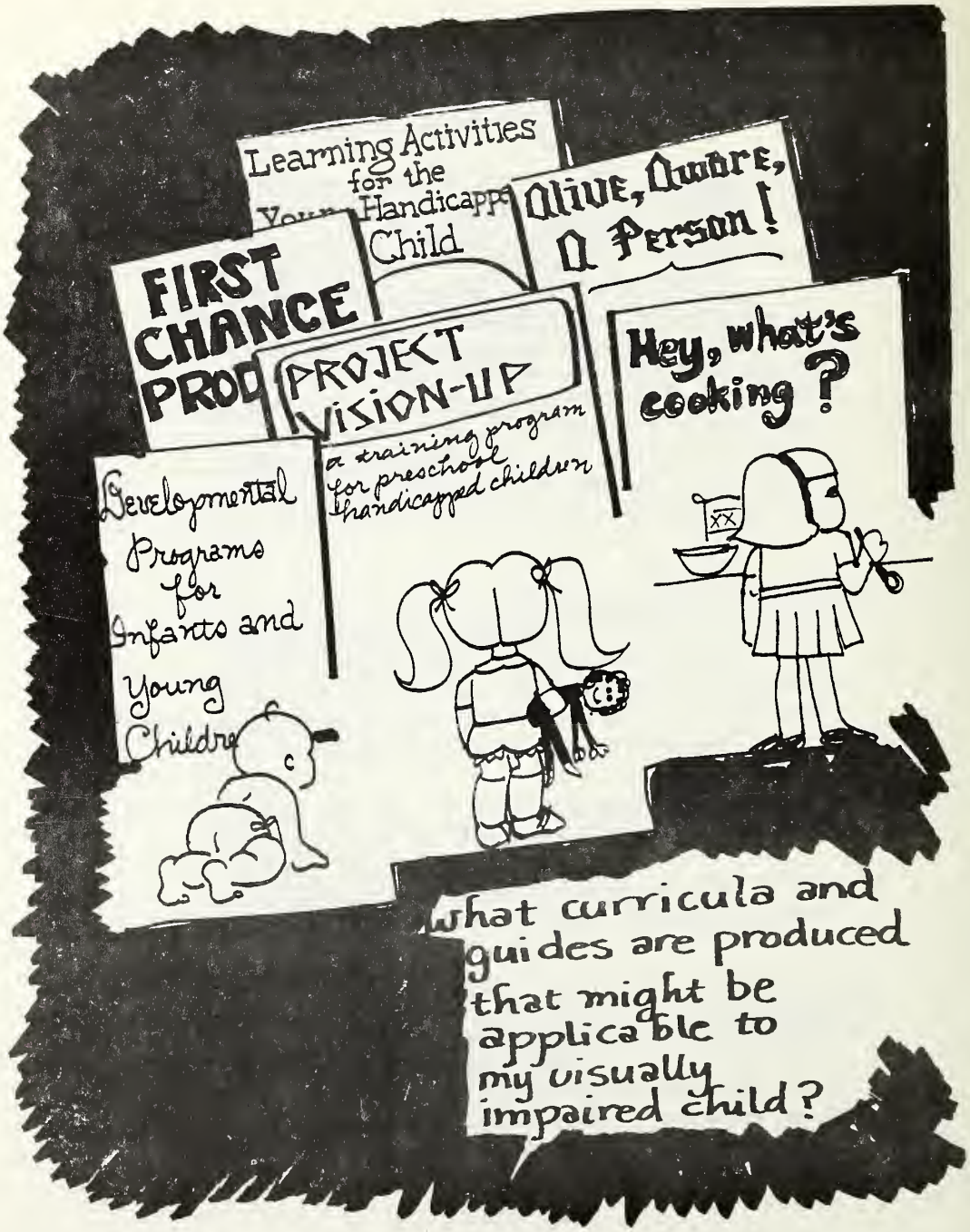
**Kawakami, Toyo S., Acronyms in Education and the Behavioral Sciences. 1971. American Library Association, Chicago, IL.
--Tells what those initials that professionals speak so glibly stand for. Also gives the acronym that goes with the name.

**Kelly, Leo J., A Dictionary of Exceptional Children. 1971. MSS Educational Publishing Company, Inc., New York.
--Defines terms used by those in the field of special education. Includes abbreviations and some associations.

**Page, G. Terry and Thomas, J.B., International Dictionary of Education. 1977. Nichols Publishing Co., New York.
--10,000 entries including people and their contributions to education. Includes an appendix with abbreviations of national and

international associations. Covers general education with some foreign terms. Definitions are fairly easy to understand.

**Vaughan, Daniel and Asbury, Taylor, General Ophthalmology, 7th ed., 1974. Lange Medical Publications, Los Altos, CA.
--Fairly technical but an excellent reference. Discusses development of the eye, processes of examination, most eye conditions, their effects and treatment.


Learning Activities for the Handicapped Child
FIRST CHANCE
Alive, Aware, & Person!
PROJECT VISION-UP
a training program for preschool handicapped children
Hey, what's cooking?
Developmental Programs for Infants and Young Children
what curricula and guides are produced that might be applicable to my visually impaired child?

10. WHAT CURRICULA AND GUIDES ARE PRODUCED THAT MIGHT BE APPLICABLE TO MY VISUALLY IMPAIRED CHILD?

**Alonso, Lou; Moor, Pauline M.; Raynor, Sherry; Saaz von Hippel, Caren and Baer, Sandra, Mainstreaming Preschoolers:Children With Visual Handicaps: A Guide for Teachers, Parents and Others who Work with Visually Handicapped Preschoolers. Dept. HEW, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau, Superintendent of Documents, Government Printing Office, Washington DC. 1978.
--Discusses mainstreaming, visual handicaps and how they affect learning, how visually handicapped children can be mainstreamed into early childhood and Head Start programs how parents and teachers can work together and where to find help. Includes definitions, methods of screening and diagnosis and a chart of normal development.
--Part of a set. Others include: Learning Disabilities, Hearing Impairment, Mental Retardation, Speech and Language Impairments, Emotional Disturbance, Health Impairments and Orthopedic Handicaps.

**Baskin, B.H. and Harris, K.H., Notes from A Different Drummer: A Guide to Juvenile Fiction Portraying the Handicapped. 1977. R.R. Bowker, Ann Arbor, MI.
--An Annotated bibliography of over 400 titles of juvenile fiction, with reading levels indicated.

**Large Type Books in Print. R.R. Bowker, New York. Annual.
--A listing of commercially produced large print books and their publishers.

**Learning Activities for the Young Handicapped Child. 1976. Chapel Hill Training-Outreach Project, Kaplan Press, 600 Jonestown Road, Winston-Salem, NC. 27103.

**Moore, Coralie B., Reader's Guide for Parents Of Children with Mental, Physical or Emotional Disabilities. 1976. Superintendent of Documents, US Government Printing Office, Washington, DC.
--Topics covered include: Basic Reading; How to Teach, train and Play at Home; From Those Who Have Lived It; Issues and Answers; Further Information; Disabilities; Books for Children; Organizations; Directories, Journals.
--Doesn't have everything, but provides a good starting point.

**Naughton, Franziska and Sacks, Sharon, Hey! What's Cooking? A Kitchen Curriculum for the Parents of Visually Impaired Children. South Metropolitan Association for Low Incidence Handicapped, 250 W. Sibley Blvd., Dolton, IL. (P.O. Harvey, IL 60426.)
--Suggestions for working with visually handicapped children age 0-12 within daily routine household activities.

**O'Brien, Rosemary, Alive...Aware...A Person: A Developmental Model for Early Childhood Services -- With Special Definition for Visually Impaired Children and Their Parents. 1976. Montgomery Co. Public Schools, Rockville,MD.

--Gives philosophy of early childhood services in Montgomery Co. Public Schools and suggested strategies for intervening with 0-3-year-old children and their families. Gives checklist of developmental activities. Includes an extensive list of sources and resources.

**Randall, Linnae; Baltisberger, Jamie and Kulling, Peggy, Bits and Pieces: A Handbook for Parents of Visually Handicapped Children. Region V., ESC., P.O. Box 3546, Beaumont, TX. 77704.
--A thumbnail guide to information relevant to visually handicapped children. Includes information such as understanding your feelings, siblings, myths, terms, developmental steps, suggested activities and information important in choosing and using a school.

**When You Care for Handicapped Children, Texas Department of Human Resources Guide for Working with Young Handicapped Children. 1979. Prepared by Southwest Educational Development Lab. Austin, TX.
--Good overview of steps involved in providing services for handicapped children. Describes various handicaps, methods of assessment, how each handicap affects the child's functioning and how each child may be worked with in a positive and supportive manner. Includes sections on infants and working with parents. Written to caregivers in regular child care settings but useful to parents and those new to working with handicapped children. Excellent bibliography of resources.

NOTES:

11. WHAT BOOKS MIGHT I READ THAT WOULD GIVE ME FURTHER INSIGHT INTO RAISING A VISUALLY IMPAIRED CHILD?

**Bakalis, Michael J., Preschool Learning Activities for the Visually Impaired Child; A Guide for Parents. Office of the Superintendent of Public Instruction, Springfield,IL.
--Suggestions for maximizing the 3-5-year-old visually handicapped child's interactions with his environment.

**Brazelton, T. Berry, Infants and Mothers: Differences in Development. 1969. Delta Books Dell Publishing Co., Inc., 1 Dag Hammarskjold Plaza, New York, NY. 10017.
--Discusses average, quiet and active babies.

**Brazelton, T. Berry, Toddlers and Parents. 1974. Delacourte Press, 245 E. 47th St., New York, NY. 10017.
--The child from one to three years. The focus is on the child's "struggle for independence and self-mastery."

**Bryan, Dorothy, Guide for Parents of Preschool Visually Handicapped Children. Office of the Superintendent of Public Instruction,Division of Special Education Services, Springfield,IL
--a compilation of ideas, practices and knowledge from parents and professionals working with visually handicapped children. Suggestions for early living skills and activities. Resource list is somewhat dated.

**Buscaglia, Leo, The Disabled and Their Parents: A Counseling Challenge. 1975. Charles B. Stack Inc., 6900 Grove Rd., Thorofare, NJ. 08086.

--Looks at counseling from the perspectives of parent, counselor, teacher, etc. A Humanistic approach, written in non-technical language.

**Fraiberg, Selma, Insights from the Blind: Comparative Studies of Blind and Sighted Infants. 1977. Basic Books, Inc. 10 E. 53rd St., New York, NY. 10022.
--Talks about Fraiberg's research with blind children.

**Gordon, Ira J., Baby Learning Through Baby Play: A Parent's Guide to the First Two Years. 1970. St. Martin's Press, 175 Fifth Ave., New York, NY. 10010.

**Gordon, Ira J., Guinagh, Barry and Jester, R. Emile, Child Learning Through Child Play: Learning Activities for Two and Three-Year-Olds. 1972. St. Martin's Press, 175 Fifth Ave., New York, NY. 10010.

**Gordon, Sol, Living Fully: A Guide for Young People with a Handicap, Their Parents, Their Teachers and Professionals. John Day Co., Distr. by Harper and Row Publishers, Scranton, PA. 18512.

**Halliday, Carole, The Visually Impaired Child: Growth, Learning and Development, Infancy to School Age. American Printing House for the Blind, Box 6085, Louisville, KY. 40206.

**Heisler, Verda, A Handicapped Child in the Family: A Guide for Parents. 1972. Grune and Stratton, C/O Academy Press, 111 Fifth Ave., 12th Floor, New York, NY. 10003.

**Imamura, S., Mother and Blind Child. 1965. American Foundation for the Blind, 15 W. 16th St. New York, NY. 10011.

**Lowenfeld, Berthold, Our Blind Children, 1977. Charles C. Thomas, Publisher, 301-327 E. Lawrence Ave., Springfield, IL. 62717.
--Ways in which parents can help blind children develop into "self-confident, independent and useful adults."

**Mather, June, Make the Most of Your Baby. 1974. National Association for Retarded Citizens, 2709 Ave. E. East, Arlington, TX. 76011.
--Emphasis on learning through play.

**Mayer, Colleen, Visual Disabilities. Alaska Treatment Center for Crippled Children and Adults, 3710 E. 20th Ave., Anchorage, AK. 99504
--Simply written with stick-figure illustrations; explains visual disabilities and ways to help the child.

**The Preschool Child Who is Blind. 1970. US Dept. of Health, Education and Welfare. Superintendent of Documents, US Government Printing Office, Washington, DC. 20402.

**Project HAND, The Best Man and A Primer for Mothers of Handicapped Infants. Lafayette Parish School Board, Lafayette, LA.
--The first booklet is written to fathers and the second to mothers of handicapped children. Discussion of some emotional reactions to having a handicapped child.

**Raynor, Sherry and Drouillard, Richard, Get a Wiggle On: A Guide for Helping Visually Impaired Children Grow; and Move It! Ingham Intermediate School District, 2630 W. Howell Road,

Mason, MI. 48854.
--Two booklets with suggestions for encouraging a visually handicapped child to move and explore his environment.

**Scott, Eileen, Can't Your Child See? 1977. University Park Press, 233 E. Redwood St., Baltimore, MD. 21202.
--Written to parents with ideas and suggestions for working with visually handicapped children.

**Warren, David H., Blindness and Early Childhood Development. 1977. American Foundation for the Blind, 15 W. 16th St., New York, NY. 10011.
--Written to professionals in the field of blindness. A review of available knowledge about the effects of visual impairment on child development, encompassing most areas that would ordinarily be in a text on child development -- and suggestions of what research needs yet to be done.

**Williams, Pamela and Bezilla, Rena, God Don't Make Junk. Early Childhood Education Center, Altamont, NY. 12009.
--Short articles from many aspects of living and working with handicapped children, written by both parents and professionals.

**Zegers, Henriette, Touch Toys and How to Make Them. 1973. Henriette Zegers, 5004 Rodman Rd. Washington, DC. 20016.

12. WHAT BOOKS MIGHT PROVIDE INSIGHT INTO THE EDUCATIONAL PROCESS FOR VISUALLY IMPAIRED CHILDREN?

**Bishop, Virginia E., Teaching the Visually Limited Child. 1971. Charles C. Thomas, Publisher, 301-327 East Lawrence Ave., Springfield, IL.
--Written for the beginning teacher of children with vision problems and the regular classroom teacher who may have visually limited children in her room.
--Discusses common eye defects and their possible effects of the child's functioning, vision screening, development of listening skills, adaptations that can be made in the academic curriculum, guidance programs, special programs, teaching techniques and where to get materials and information.

**Carroll, Rev. Thomas J., Blindness: What It Is, What It Does, and How to Live With It. 1961. Little Brown and Co., Boston, MA.
--Written for adventitiously blinded adults and those who live and work with them.
--An "attempt to analyze blindness, what it does to the ordinary person struck by it in his adult years and what could and should be done about it." Talks about the losses resulting from blindness, methods of coping with those losses and special problems such as multiple handicaps or partial sight.

**Cholden, Louis S., A Psychiatrist Works With Blindness. 1958. American Foundation for the Blind, 15 West 16th St., New York, NY. 10011.
--Selected papers from a psychiatrist who worked with blind people in a rehabilitation setting. Speaks of issues and problems in

coping with blindness by both the blind person and the blind person's counselors. Articles are forthright and understandable.

**Concerning the Education of Blind Children. Georgie Lee Abel, compiler. 1959. American Foundation for the Blind, 15 West 16th St., New York, NY. 10011.
--A collection of papers dealing with various aspects of the education of blind children including residential schools, public schools, resource rooms and other resources.

**Cutsforth, Thomas D., The Blind in School and Society: A Psychological Study. 1951. American Foundation for the Blind, 15 West 16th St. New York, NY. 10011.
--One of the classics from the field, it"laid the foundations for what might well be termed the social psychology of the blind." Its purpose "is to help acquaint the seeing with the blind and the blind with themselves." Speaks of the effect of blindness on the life and development of an individual and those around him including such issues as verbalisms, emotional problems and social adjustment.

**Hanninen, Kenneth A., Teaching the Visually Handicapped: Teaching Blind and Partially-Seeing Children for a Life of Independence In Our Schools. 1979. Blindness Publications, Wayne State University, Detroit, MI.
--Designed as a basic text for those teaching and working with visually impaired children in educational programs. Instructional methods and materials are given in areas of education important to visually handicapped students. Chapters are included on the use of limited vision,teaching deaf-blind children, and the structure and function of the eye.

**Lowenfeld, Berthold; Abel, Georgie Lee and Hatlen, Philip H., Blind Children Learn to Read. 1969. Charles C. Thomas, Publisher, 301-327 East Lawrence Ave., Springfield,IL.
--Deals with blind child's learning to read braille. Gives an historical overview of the braille system, a review of the research on braille reading, discusses readiness, a survey conducted of the current status of and approaches to braille reading and special problems in braille reading.

**Lowenfeld, Berthold, The Changing Status of the Blind, from Separation to Integration. 1975. Charles C. Thomas, Publisher, 301-327 East Lawrence Ave., Springfield, IL.
--A review of the changes in society's approach to blind persons from earliest history to the present. Four phases are discussed: separation, ward status, self-emancipation and integration.

**No Place to Go, Kathern F. Gruber and Pauline M. Moor, editors. 1963. American Foundation for the Blind, 15 West 16th St., New York,NY 10011.
--Results of a national symposium on developmentally delayed and disturbed blind children. Written to those who work with these children to help increase their awareness of what the children may be saying and to bring together expertise to provide more effective service to these children. Discusses social characteristics of the child and family, parental guidance, evaluation procedures and physical facilities.

**No Time to Lose, Pauline M. Moor. 1968. American Foundation for the Blind, 15 West 16th St., New York, NY. 10011.
--Results of a symposium on multiply impaired blind children intended as a follow-up to the one in 1963 (see above), with a discussion of actual teaching methods and procedures. Several case studies are included.

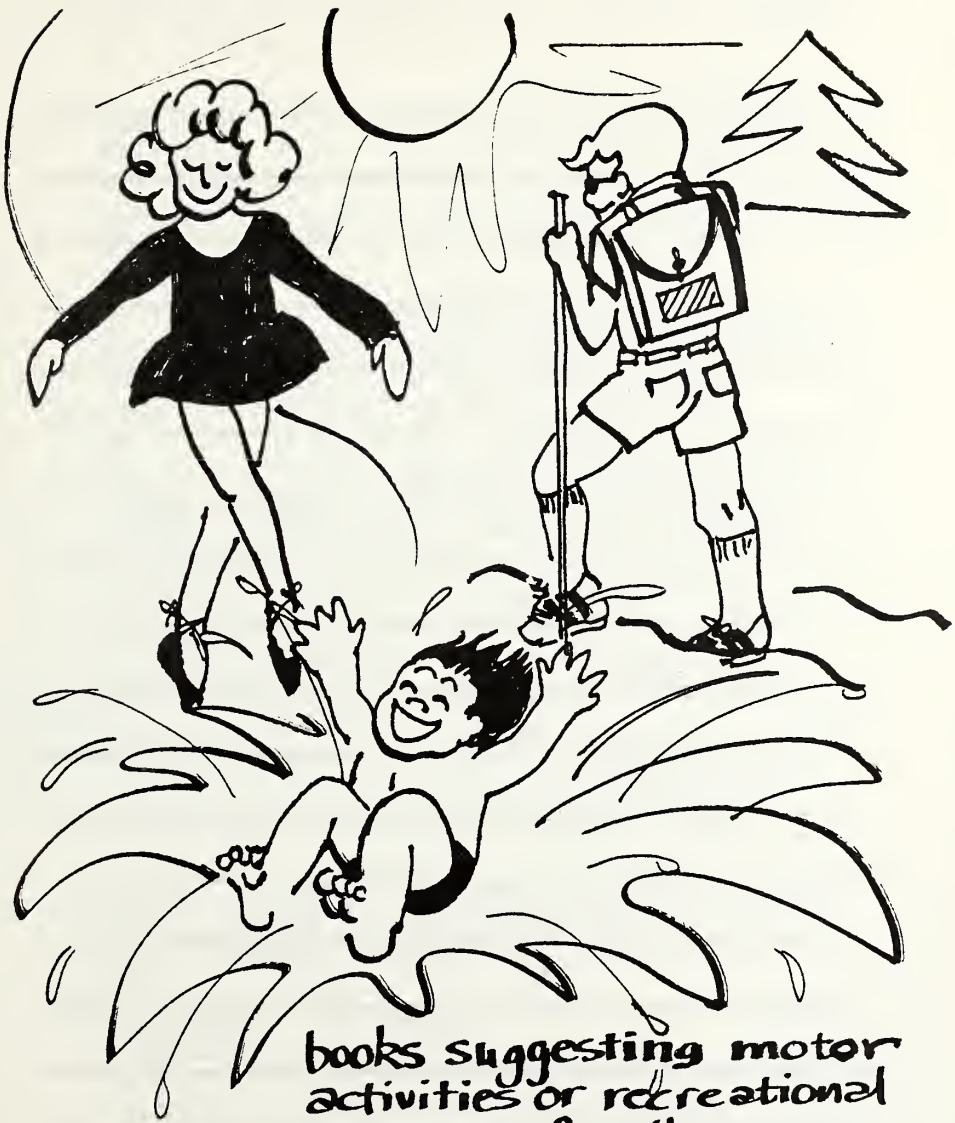
A resource that might be useful is Educational Resources Information Center (ERIC) which sponsors 16 clearinghouses across the US, each specializing in a different multi-disciplinary educational area. Each searches, screens, abstracts and indexes pertinent documents and journal articles. These are indexed in:

**Current Index to Journals in Education (CIJE) Oryx Press, Phoenix, AZ. 1969-. Monthly with semi-annual and annual cumulated indexes. Sponsored by US Office of Education's ERIC.
--Articles from 775 major education and education-related journals. In two sections: main entry by CIJE number (broad subject areas) and subject index by ERIC descriptors. Also has an author index, journal contents and journal sources.

The two clearinghouses for children and handicapped children are:

**Clearinghouse on Elementary and Early Childhood Education, University of Illinois,College of Education, 805 W. Pennsylvania Ave. Urbana, IL.

**Clearinghouse on Handicapped and Gifted Children, Council for Exceptional Children, 1920 Association Drive., Reston, VA.

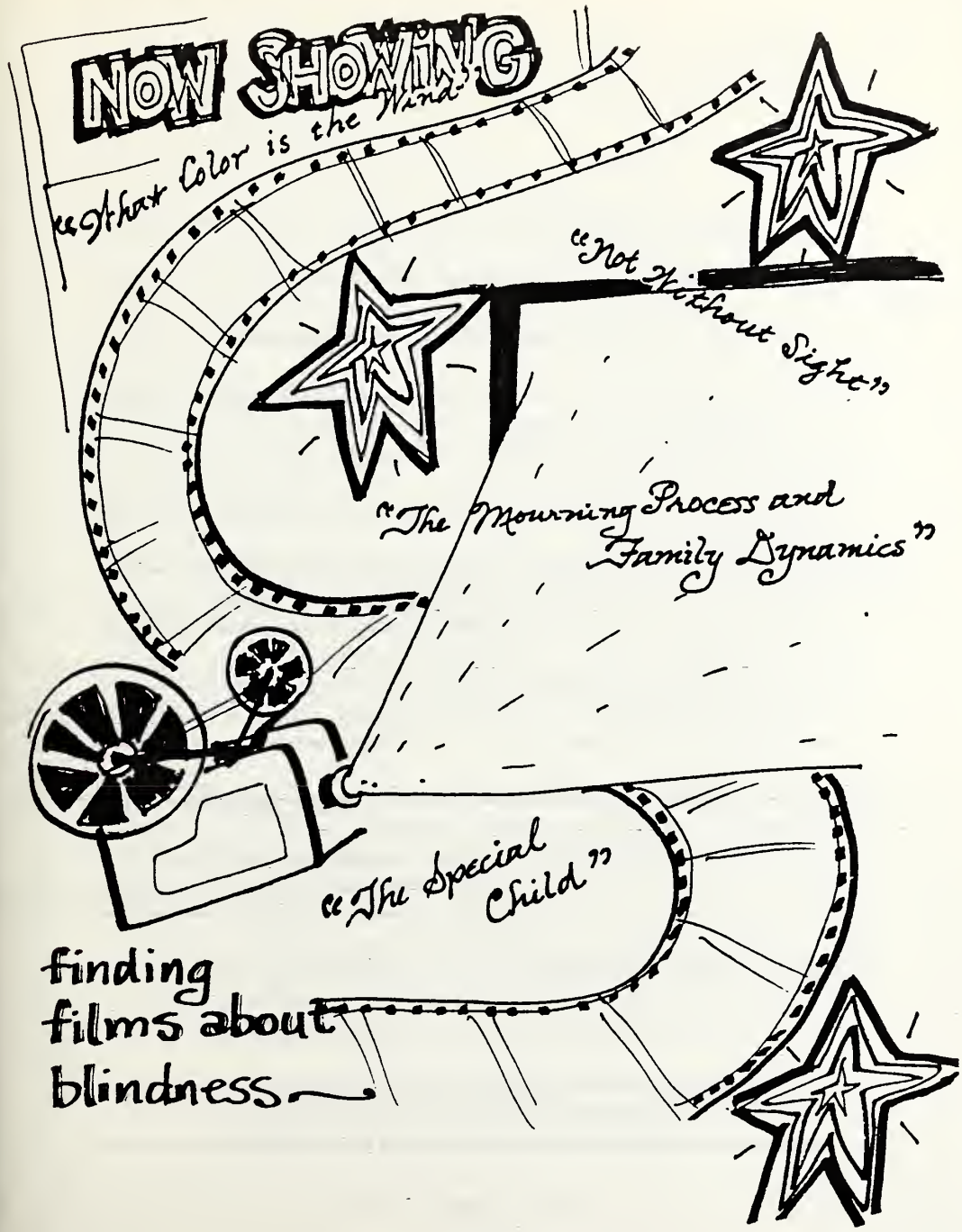


books suggesting motor activities or recreational activities for the visually impaired

**Geddes, Dolores, Physical Activities for Individuals with Handicapping Conditions. 1974. C.V. Mosby Company, St. Louis, MO.
--Both remedial and recreational activities for all handicapping conditions at three levels of functioning.

**"Physical Education for the Visually Handicapped," Journal of Health, Physical Education, Recreation. Vol. 41, June, 1970. pp. 37-43.
--Several articles concerning physical education for the visually handicapped including the blind child's development, softball for blind students and including blind students in the regular physical education program.

**Program Development in Recreation Service for the Deaf-Blind. John A. Nesbitt and Gordon K. Howard, editors. 1974. Recreation Education Program, College of Liberal Arts, University of Iowa, Iowa City, IA. 52242.
--Based on the Papers and Proceedings of the National Institute on Program Development and Training in Recreation for Deaf-Blind Children, Youth and Adults, April 29-May 1, 1974.
--Contains many ideas, methods, assessments, curricula for all sorts of physical activities for all ages of children, most of which can be used with visually impaired children as well as deaf-blind. Especially useful for teachers, but can also be useful to parents.



finding films about blindness

NOTES:

14. WHAT FILMS ARE THERE ABOUT BLINDNESS AND BLIND CHILDREN THAT MIGHT BE GOOD TO SHOW TO A GROUP, AND WHERE MIGHT OTHERS BE FOUND?

**Fazzano, Barbara, A Very Private Place (slide tape). Meeting Street School, 667 Waterman Ave., East Providence, RI. 02914.
--Suggestions for understanding the world from the visually handicapped child's point of view.

**Moses, Kenneth, "The Mourning Process and Family Dynamics." Videotape, 1976. Regional Resource Center #7, Peoria, IL. 61603.
--Videotape of a class lecture on the grieving process.

**Not Without Sight, 16 mm. film. 19½ min. 1973. American Foundation for the Blind, 15 West 16th St., New York, NY. 10011.
--Talks about problems of the visually handicapped. Good simulations of three types of visual loss: central, peripheral and overall obscuration.

**Shelley, 16 mm. color film. 20 min. Canadian National Institute for the Blind, Ontario Public Relations Dept., 1929 Bayview Ave., Toronto, Ont. M4G 3E8.
--Shows the development of a blind preschool child from 10 months to 6 years of age. Shelley's progress is compared to that of another blind youngster who didn't receive adequate stimulation.

**What Color is the Wind? 16 mm. color film. 27 min. 1974. Allan Grant Productions. P.O. Box 49244-E, Los Angeles, CA. 90049.

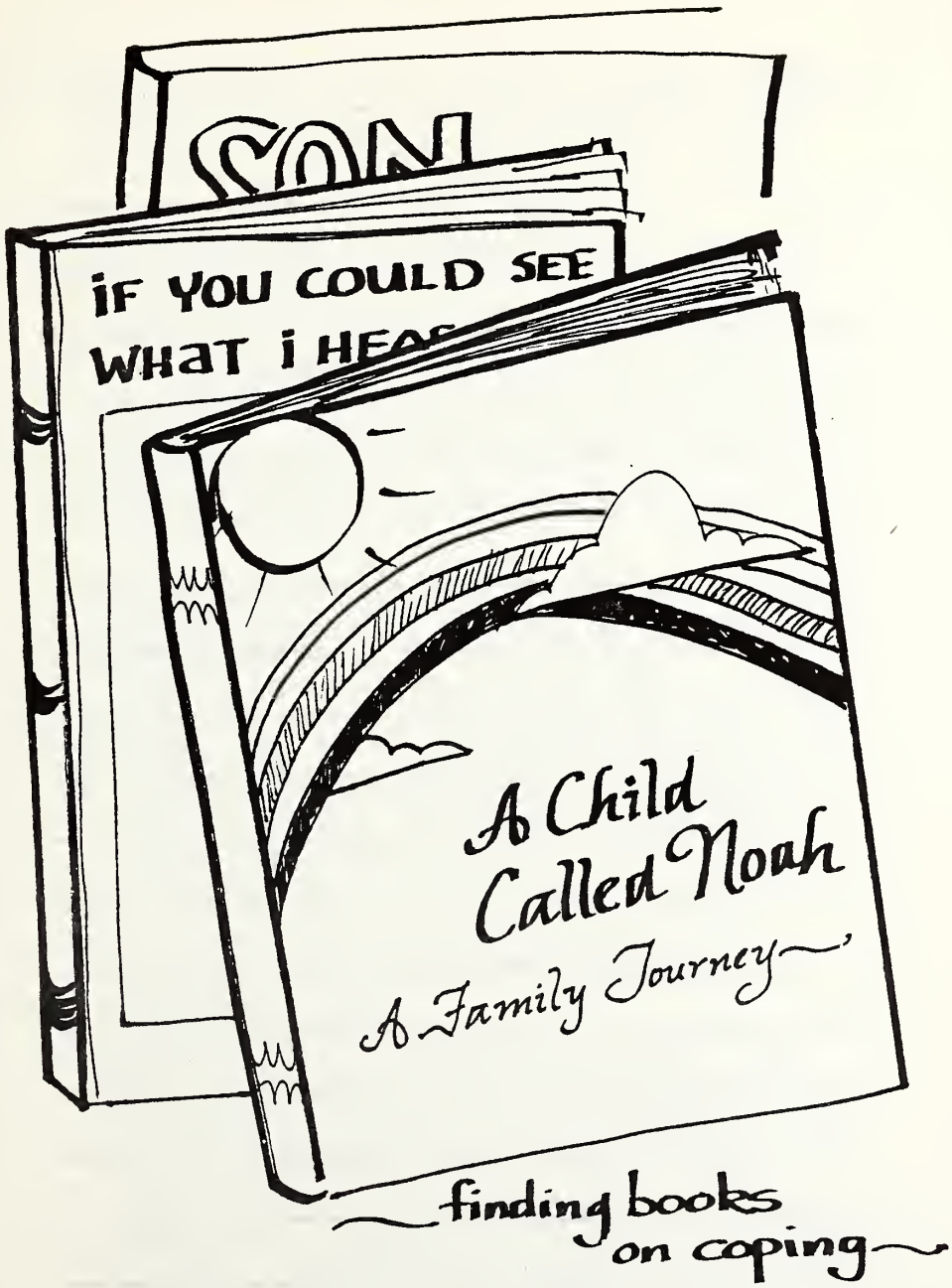
--The story of twin boys, three years old, one of whom was born blind. Tells how their parents, with some professional help, are determined that the blind boy shall compete and have an opportunity no less than that of his twin brother in the sighted world.

The following sources may be used to identify and locate other films:

**Educational Film Locator of the Consortium of University Film Centers and R.R. Bowker, R.R. Bowker, New York, 1978.
--Lists 3700 film titles held by member libraries of the consortium of University Film Centers with a synopsis of each film and borrowing information. One of the more complete lists available, though a bit awkward to use. Includes a section on Physically Handicapped and Exceptional Children.

**Guide to Films About Blindness, Joel Saltzman, editor. 1979. American Foundation for the Blind, 15 W. 16th St., New York, NY. 10011.
--Comprehensive resource guide to audio-visual materials about blindness. Gives descriptive and ordering information on over 150 films, video cassettes, slide presentations and film strips.

**The Special Child: Selected Films: University of Michigan Media Resources Center, Film Library, 416 Fourth St., Ann Arbor, MI. 48109.
--Annotated listing of films about children and all areas of exceptionality.


SON
IF YOU COULD SEE
WHAT I HEAR
A Child Called Noah
A Family Journey
finding books on coping

NOTES:

15. WHAT BOOKS MIGHT GIVE ME INSIGHT INTO HOW OTHERS HAVE COPED WITH BEING HANDICAPPED OR HAVING A HANDICAPPED CHILD?

**Chevigny, Hector, My Eyes Have a Cold Nose. 1946. Yale University Press, New Haven, CT.
--Autobiography of a man who loses his sight by retinal detachment as an adult. Speaks of his reactions to being blind and the reactions of others. Discusses many of the factors involved in adjustment to blindness, especially those factors involving sighted people and various social and rehabilitation services for the blind.

**Greenfeld, Josh, A Child Called Noah: A Family Journey. 1972. Holt, Rinehart and Winston, Inc. 383 Madison Ave., New York, NY. 10017.
--The first five years in the life of an autistic boy as told in his father's diary. Describes many of the experiences of living with an autistic child, the love and resentment felt, the search for programs and methods for working with Noah and Noah's slow movement toward progress.

**Greenfeld, Josh, A Place for Noah. 1978. Holt, Rinehart and Winston, Inc., 383 Madison Ave., New York, NY. 10017.
--The next five years from the diary of Noah's father, in which he tells the emotional, mental, physical and educational struggles he and his family go through in coping with Noah, trying to understand him and trying to teach him despite frustratingly slow progress and many regressions. Greenfeld speaks of their efforts to find a program and an ultimate residential placement that is more sensitive and receptive

to its students and their parents than its own bureaucratic image. Also a story about a man coming to terms with his own reality.

**Kaufman, Barry N., Son-Rise, 1976. Harper and Row, 10 E. 53rd St., New York, NY. 10022.
--One family's approach to reaching their autistic son. Working under the thesis that autism is a neurological confusion of perceptions that causes the child to draw into an inanimate world which he can control, they begin an intensive program of imitating their son's actions, using his "ism's" to communicate with him. From this basis they are able to help him find the means of dealing with the world in a more normal manner.

**Krents, Harold, To Race the Wind. 1972. G.P. Putnam's Sons, New York, NY.
--The autobiography of the man who inspired the play, "Butterflies are Free." A victim of retrolental fibroplasia, Krents describes his efforts to make it in the sighted world as an individual who happens to be blind.

**MacDonald, W. Scott and Oden, Chester W., Jr., Moose, A Very Special Person. 1978. Winston Press, 430 Oak Grove, Minneapolis, MN. 54403.
--The story of a boy born with Down's Syndrome. Refusing to accept the doctor's prognosis that he would never walk, talk nor be social and should therefore be institutionalized, the family lets Moose show them what he is capable of doing. They learn that a label does not define an individual and each individual has his own special talents.

**Russell, Robert, To Catch an Angel. 1962. Vanguard Press, New York, NY.

--Blinded by an accident in childhood, the author continues his education at Yale and Oxford and marries an English girl. He stresses that with proper training and fair employment practices, the handicapped can assume with dignity their share of the world's work.

**Sullivan, Tom and Gill, Derek, If You Could See What I Hear. 1975. Harper and Row, Publishers, Inc., 10 E. 53rd St., New York, NY. 10022.
--Autobiography of entertainer Tom Sullivan. Blind from RLF, Sullivan describes the two worlds of his youth: the sighted one of his home and street gang and the blind one at Perkins School for the Blind. He tells of experiences which helped him grow to his present position as husband,father,composer and singer.

**Turnbull, A.P. and Turnbull, H.R.III.Parents Speak Out: Views from the Other Side of the Two-Way Mirror. 1978. Charles E. Merrill, Columbus, OH.
--Chapters written by parents of handicapped children about their experiences with their children and dealing with professionals.

**Ulrich, Sharon, Elizabeth. 1962. University of Michigan Press, 615 E. University, Ann Arbor, MI. 48106.
--A mother writes of her experiences with her blind daughter.

NOTES:

16. WHERE CAN I OBTAIN OR GET SUGGESTIONS OF MATERIAL FOR FURTHER READING?

**Bauman, Mary K., Blindness, Visual Impairment and Deaf-Blindness: An Annotated Listing of the Literature, 1953-75. 1976. Temple University Press, Philadelphia, PA.
--Bibliographical listing under 35 broad subject areas of material covering all fields of the same title from Nevil Interagency Referral Service, 919 Walnut St., Room 400, Philadelphia, PA. 19107.

**Closer Look Parents' Campaign for Handicapped Children and Youth, Box 1492, Washington DC. 20013. (phone: 202/833-4163.)
--Publishes guides to reading about disabling conditions and ideas to help children develop their strengths; information on laws and how to make them work; and other practical suggestions for opening opportunities in school, work and community living.
--Produces information packets designed to meet individual needs of children with mental, emotional and physical disabilities, preschool to young adult.
--Publishes Common Sense from Closer Look, a newsletter with ideas and information for those working with handicapped children.

**Monthly Catalog of US Government Publications. Superintendent of Documents, US Government Printing Office, Washington, DC.
--Current listing of publications from all branches of the government with purchasing

information. Organized by governmental department. Has indexes to subject, author, title and series/report number. Each monthly volume has an index and a cumulated annual index is published at the end of each year. Each state has depository libraries which receive most government documents; also many regional libraries receive selected government documents. The Monthly Catalog itself is also available at many libraries.

**Newsome, Walter L, New Guide to Popular Government Publications for Libraries and Home Reference. 1978. Libraries Unlimited, Inc., Littleton, CO.
--A guide to who puts out what and how it is organized and how to find it. Uses a subject approach with subject and title indexes. Also has appendices for Audio-Visual Resources, Additional Sources, Government Publications in Reprint and agencies distributing publications not sold by the Government Printing Office.
--Good section on the Handicapped.

**Parent Information Center, Subsidary of the Coordinating Council for Handicapped Children, 407 S. Dearborn St., Room 1075, Chicago, IL. 60605.
--Publishes a monthly newsletter and other educational material and literature.

**Public Affairs Pamphlets, 381 Park Ave. South, New York, NY. 10016.
--Numerous readable pamphlets on many aspects of children, child care, handicaps, etc.

**Samuel P. Hayes Research Library, Perkins School for the Blind, Watertown, MA. 02172.

--Puts out a bibliography of materials in the library relating to the field of visual impairment.

**US Government Printing Office, Superintendent of Documents, Washington, DC.
--Publishes books and pamphlets from all areas in which the government is involved including education and handicaps.
--Subject Bibliographies. Superintendent of Documents, US GPO, Washington, DC.
--Individual bibliographies from specific subject areas which will be sent free of charge. Subjects include: "Children and Youth," "The Handicapped," "Care and Disorders of the Eye," "Diseases in Humans."

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National Association for Parents
of the Visually Impaired, Inc.

a guide to library resources for teachers of the visually impaired

compiled by: DIANE NOUSANEN

a guide to library resources for teachers of the visually impaired

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WHY NAPVI OFFERS THIS BOOK

Most libraries contain a wealth of information on the visually impaired--the problem is finding it! Seldom is it all on one shelf just inside the door. Some of it is on the third floor, some with the magazines on the first floor and some of it is even 'online' in a computer.

This is why NAPVI is offering this guide to teachers and other professionals in the field. It is our attempt to familiarize readers with library services available.

Perhaps no one has better credentials to compile such a book than Diane Nousanen who, in her short life, has earned two master's degrees (one in education of the visually handicapped from Temple University in Philadelphia and the other in library science from the University of Texas at Austin; has been an itinerant teacher (Arroostook Co., ME) and a parent consultant to an early childhood project (Austin); and who currently serves as a media technician at the Texas School for the Blind.

A native of Montana, MS. Nousanen loves the out-of-doors, natural food, piloting airplanes and--of course--reading!

We encourage readers to let us know if we've made some mistakes or omitted something, so that corrections may be made for the next printing. Suggestions will be appreciated, along with a frank critique answering the following questions: Did it meet your needs? Did it offer information already known or did you gain some new insight? Did it open some informational doors? Could we change it in any way?

National Association for Parents
of the Visually Impaired, Inc.
P.O. Box 180806, Austin, Texas 78718

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INTRODUCTION

Theories of the most appropriate educational services for blind children have gone through many approaches--from benign neglect through segregation in special programs to the current emphasis on mainstreaming into regular education programs. In addition, these same services have expanded to include children who have varying degrees of visual loss and/or any of a multitude of other physical, mental or developmental difficulties.

In an attempt to alleviate many problems before the visually impaired child enters school, various programs began including preschool age children--reaching out to those of age three, two or even newborn. A significant aspect of their service relies on parent involvement--the basic idea being that the parent is the most involved in the child's development and therefore should be the one through whom services should be coordinated. This is quite a different approach from that put forward in most traditional programs and hence, requires unique awareness and resources of the educator.

That educator who will be working with both visually impaired children and their parents will need to draw on information and resources from a diversity of fields

including: knowledge of visual disorders and methods for educating the visually impaired child, knowledge of normal child development and the effects of handicapping conditions on development; awareness of some counseling methods, awareness of resources for many potential needs of the family; knowledge of the rights of handicapped persons and awareness of current trends and methods in all these areas. The enormity of this task is increased by the fact that many of the programs and projects which could be valuable resources tend to be ephemeral - just about the time one hears of them and their great deeds, they lose their funding and become a collection of reports on a shelf in Washington or they change their name, location and type of service. In an attempt to point out a few of the route markers to different services and resources, both ephemeral and more constant, this guide has been compiled.

Rather than list only those books and references personally preferred, the author has tried to give the references from which those resources as well as others might be found. The difficulty, of course, is that there is no specific reference to "Resources and Information for those Working with Parents and Families of Preschool Visually Impaired Children" so appropriate references must be drawn from a wide range of areas which have applicable information. Those areas are: Vision, Visual Impairment, Ophthalmology and Optometry; Special and Preschool Education; Child

Development; Sociology; Psychology.

Questions that might be asked by one planning to work with parents and families of visually impaired preschoolers include the following:

--How can I understand the ophthalmologist's eye report and the child's visual problem? Can the visual problem be ameliorated?

--How does blindness or visual impairment affect the preschool child's pattern of development?

--How might the child be encouraged to progress in a normal pattern and at a normal rate?

--Is it necessary that the child be taken out of the home to receive the best educational experience.

--How can the child receive a maximum of educational assistance in the home with a minimum of disruption of family routine?

--What emotional stages do the parents of a handicapped child go through?

--How can I assist them in going through these emotional stages?

--How can I provide support services to the parents and family?

--What resources are available to me, the educator and to the families of the preschool visually impaired child?

--How can I help the parents of the visually impaired child to become advocates for their child?

--What research is being done that might be useful to me?

--How can I keep up with new ideas, materials and programs in the field?

--What historical evidence is there for the validity of various approaches to working with visually impaired preschoolers and their families?

--What other fields might have information relevant to what I'm doing?

Finding an answer to any of these questions requires that one ask several other questions. First, for what sort of information is the question asking and what resources are locally availabe? What is already known?

Many questions can be answered by a phone call to a local service agency. The Yellow Pages of the telephone book can be a prime resource. "Social Service Organizations," for example, lists many local resources.

Most information of an immediate nature may not be found in printed sources or may only be found in newspapers and newsletters, most of which are not indexed. Meetings and conferences can provide an exchange of information of current interest within the field. Many conferences publish their papers sometime after the conference ends. Most presentors at these meetings also publish in various professional journals to which indexing and abstracting services can be a guide.

Many of the new programs being developed are government sponsored, so reports of projects in various stages of progress may be accessible through several government agencies and reporting services. Grantees will frequently publish findings from their projects in professional journals. Most current information, then, is available through word-of-mouth, person/agency/association contact, news media, government reports and journals.

If the information needed is more than two years old, more traditional library resources can be used: the card catalog, general guides, directories and various other reference aids. Their use is somewhat easier. Having defined the nature of information sought, one can proceed through various organizing and classification schemes to find an appropriate reference as to where an answer might be found.

This guide begins with the more basic and general resources and progresses to those that are more specific. However, within each reference type more topical references are given first, followed by more general references that can lead to others not cited.

CATALOGING AND CLASSIFICATION SYSTEMS

Searching through the card catalog can be complicated by the diversity of subject areas involved in the concept of working with visually impaired children and their families. However, most of the terms used as subject headings are the same as, or similar to, those used in various guides and other resources, so some time spent with these terms and classification schemes can facilitate later searches.

Cataloging systems generally use subject headings from one of two systems: Sears Subject Headings or Library of Congress Subject Headings. Sears tends to be used in smaller libraries and LC in those with large collections.

Appropriate subject headings within the Sears System include:

Blind
Eye
Optometry
Vision (Disorders)
Physically Handicapped Children
Education, Preschool
Child Development
Children - Growth
Exceptional Children
Infants
Education - Curricula
Parent and Child
Counseling
Family Life
Human Relations

Useful Library of Congress Subject Headings Include:

Child Welfare (Information Services)

Developmentally Disabled Children

Visually Handicapped (Children)

Blind (+ various qualifiers)

Exceptional Children (-Education)

Handicapped Children (-Education) (-Preschool)

Parent-Student-Counselor Relationships

Vision (Disorders) (in Children)

Pediatric Ophthalmology

Children, Blind

Child Development (Deviation)

Counseling

Maternal/Infant Welfare

Parent and Child

Emotional Problems of of Children

Education, Preschool

Infants (-Growth)

Eye (-Diseases,Defects)

Optics, Physiological

Optometry

Vision Research

Psychology, Applied

Rehabilitation Counseling

Corresponding with these subject headings are two major classification schemes: Dewey Decimal Classification and Library of Congress Classification.

In using the Dewey system it is important to remember that the major classifications are implied in their subgroups. Thus 362.41 - "Blindness and Partial Blindness" refers to sociological aspects rather than physiological aspects.

Relevant Dewey classifications include:

150 Psychology

155.4 Child Psychology

158.24 Applied Psychology - Family Relationships

300 The Social Sciences

301.421	Structure and Function of Family
360	Social Pathology, Sociological Services,Associations
362	Social Pathology and its Alleviation
362.4	Physical Handicaps and Disablements
362.41	Blindness and Partial Blindness
370	Education
371	The School
371.9	Special Education
372	Elementary Education
375	Curricula
500	The Pure Sciences
570	Life Sciences
574	Biology
574.3	Development and Maturation
600	Technology (Applied Sciences)
610	Medical Sciences
612	Human Physiology
612.84	Eye and Vision
617	Surgery and Related Topics
617.7	Ophthalmology
640	Domestic Arts and Sciences (Home Economics)
649	Child Rearing and Home Nursing
649.15	Rearing Exceptional Children

The Library of Congress classification cannot be summarized as concisely so only the general areas are given:

BF 723 "Vision, Child Psychology" and "Exceptional Children"

HQ 750-794	"Parents and Children"
HV 1571-2300	"The Blind"
LC 4019.2	"Handicapped Children, Preschool Education"
RE 91-96	"Blindness" (from a medical approach)
RJ 250-324	"Children, Infants" (including Growth and Development)

GENERAL GUIDES

General guides can provide a starting point when one is not sure where to begin. They can suggest the scope of a subject and ways in which it might relate to other subjects. They can help to either narrow or broaden a search. Guides can be found in the card catalog under "Reference Books - Bibliography."

One of the more popular and useful guides to references in all fields is:

- ☐ Sheehy, Eugene P., Guide to Reference Books. American Library Association, Chicago. 9th ed. 1976.
  --Divided by subject discipline. The Social Sciences section includes "Education and Sociology" (which includes "Blind" and "Children and Youth"); "Medicine" is included under "Pure and Applied Sciences." These sections are further divided into "Guides," "Bibliographies," "Indexes," etc. Entries are annotated. Entries are also provided for reference sources from other countries as well as the U.S. The index has subjects, titles and authors in one alphabet.

The information in Sheehy is updated by:

- ☐ American Reference Books Annual, Bohdan S. Wynar, editor. Libraries Unlimited, Inc., Littleton, CO. 1970-. Annual.
  --"A comprehensive annual reference reviewing service for reference books published in the U.S." It reviews all reference books published in the U.S. during a single year, not just selected or recommended titles. Divided into general subject areas such as "Education," "Sociology: Marriage and the Family;" "Medical Science." Cumulated author/title and subject indexes for 1970-74 and 1975-79 have been compiled.
  --Subject Headings include: "Blind;" "Child Study;" "Children, Exceptional Children;" "Family Life Education."

Similar guides have been published from other countries.

Most of the major references are duplicated but references of a more regional nature may be found. Foreign guides include:

- ☐ Ryder, Dorothy E., Canadian Reference Sources: A Selective Guide. Canadian Library Association, Ottowa, Ont. 1973.
  --Format similar to Sheehy. Includes many government publications, newspapers and periodicals. There is an index for subject and author/title.

- ☐ Walford, A.J., Guide to Reference Material. Library Association, London. 1975.
  --Volume 2 includes the Social and Historical Sciences.
  --Subject headings include: "Psychology;" "Social Science;" "Social Relief and Welfare;" "Education."

- ☐ Malclès, L. -N., Les Sources du Travail Bibliographique. Librarie E. Droz, Genève. 1950.
  --No subject index or index for the whole set. The first of the first volume gives bibliographies of bibliographies. Volume 2, part 2 contains the Social Sciences. Child Development is included under "Sciences Philosophiques - Les Disciplines Philosophique." Education is under "Pedagogie." (Looking up "Education"in the index yields "Education Index" which is in the general area.

REFERENCES

Before proceeding deeper into the field, an introduction to some basic reference sources might be useful. The following can provide background information on specific topics or definitions of terms.

- ☐ Encyclopedia of Education, Lee C. Deighton, editor-in-chief. Crowell-Collier Education Corporation, 1971. 10 vols.
  --Discusses basic issues and topics within education. Articles are grouped under conceptual headings. An "Enlarged Guide to Articles" just before the index suggests the scope of articles. Each article has a comprehensive bibliography for further reading. The discussion under "Handicapped, Education of: Education for Crippled and Health Impaired" includes working with parents of preschoolers. Further references are available through the index.

- ☐ Dictionary of Education, Carter V. Good, editor. McGraw-Hill, New York. 1973.
  --Gives definitions of technical and professional terms and concepts within the field of education, excluding names of persons, institutions, school systems, organizations, places, publications. It includes a section of terms unique to education in Canada, England and Wales. Definitions are quite technical.

- ☐ International Dictionary of Education, G. Terry Page and J.B. Thomas. Nichols Publishing Co., New York. 1977.
  --Over 10,000 entries including people and their contributions to education and some foreign terms. The appendix contains abbreviations of national and international associations. Definitions are significantly easier to understand than those in Good's dictionary.

- ☐ Kelly, Leo J., A Dictionary of Exceptional Children. MSS Educational Publishing Co., Inc., New York. 1971.
  --Terms from the field of special education including abbreviations and some associations.

- ☐ Kawakami, Toyo S., Acronyms in Education and the Behavioral Sciences. American Library Association. Chicago, IL. 1971.
  --Refers both from acronym to name and vice versa. A valuable resource.

BIBLIOGRAPHIES

Bibliographies abound in the field of education. Go to any workshop or conference and you will return with an armful. Most journal articles, books and reports include bibliographies. Many duplicate each other; many contain wrong information; many have useful references. Selecting the useful references is largely a matter of looking at each one. Getting bibliographies to start from is a matter of being at the conferences where they are handed out, taking them from books and journal articles or using any of several reference books.

Within the field of blindness and education of visually impaired children, four bibliographies are significant:

- ☐ Lende, Helga, Reading Lists on Phases of the Education of the Blind; Selected from Material in the Reference Library of the American Foundation for the Blind, Inc., New York. 1931.
  --Divided into broad subject areas including one on the "Preschool Blind Child." Covers books and journals in English, French, German. Has an author index.

- ☐ Lende, Helga, Books About the Blind: A Bibliographic Guide to Literature Relating to the Blind. American Foundation for the Blind, New York. 1940.
  --"A Compilation of annotated bibliographies on various subjects relating to the blind...based mainly on the book collection in the library of the AFB." Gives preference to the more important and relevant items. Includes foreign literature. About 2700 annotations. Has an author index. Sections include: "Education;" "Psychology;" "Vocations;" "Social Adjustment;" "Deaf-Blind;" "Biography."

- ☐ Lende, Helga, Books About the Blind. AFB, New York. 1953.
  --Updates the previous book.

- ☐ Bauman, Mary K., Blindness, Visual Impairment, Deaf-Blindness: Annotated Listing of the Literature, 1953-1975. Temple University Press, Philadelphia, 1976.
  --Updates Lende's bibliographies. Also lists associations and agencies. Thirty-five broad subject areas covering all fields related to blindness. Complemented with an author index and an analytical subject index.
  --Beginning in 1976 relevant literature is listed and annotated in a semi-annual periodical of the same name.

Two other bibliographies will be useful in working with parents and families:

- ☐ Marion, Robert and McCaslin, Terri, Family Support Counseling for Parents of Exceptional Children: An Annotated and Categorial Bibliography. Educational Bibliographies Series, No. 1, National Educational Laboratory Publishers, Inc., Austin, TX.

- ☐ Wolery, Mark R., Parents as Teachers of their Handicapped Children: An Annotated Bibliography. WESTAR, Monmouth, OR. 1977.
  --Gives two types of information: summaries of materials developed for parents' use in the teaching of special skills to their young handicapped children and summaries of research conducted with parents teaching their young handicapped children. Organized by five curricular areas.

Sources of other bibliographies may be found in the following references:

- ☐ A World Bibliography of Bibliographies, 1964-74, Alice F. Toomey, compiler. Rowman and Littlefield, Totowa, NJ. 1977.
  --Lists bibliographies that have been published separately. Includes 18,000 titles under 6,000 subject headings (LC) with cross-references. International in scope.

- ☐ Bibliographic Index: A Cumulative Bibliography of Bibliographies. H. W. Wilson, New York. 1937-. Annual.

--A subject list of bibliographies published separately or appearing as parts of books, pamphlets and periodicals (with 50 or more citations). Concentrates on titles in Germanic and Romance Languages. Draws from 2400 periodicals.

Many libraries and information centers produce bibliographies in areas in which they specialize. The following can serve as a guide to these bibliographies:

- ☐ Wasserman, Paul and Herman, Esther, Library Bibliographies and Indexes. Gale Research Co, Detroit, MI. 1975.
  --A listing of bibliographies prepared by libraries on any given topic. Based on questionnaires sent to over 12,000 libraires and information centers, library schools and library associations in the U.S. and Canada.
  --In three parts: "Key to Symbols;" "Listing of Bibliographies and Indexes by Subject;" and "Serial Publications."
  --Subject headings include: "Blind;" "Child Study;" "Handicapped Children;" "Infants."

- ☐ Gibson, Mary Jane, "U.S.A. - National Bibliographical and Abstracting Services and Related Activities in 1976." RQ, 17, #2, winter, 1977. p. 101.

Another method for identifying books within specific subject areas is to use:

- ☐ Subject Guide to Books in Print, R.R. Bowker, New York. 1957-. Annual.
  --Lists books currently in print according to publisher information. Includes books published or distributed in the U.S. Information includes title, author, publisher, place, date, price and LC and ISBN numbers. Kept current with semi-annual supplement and Forthcoming Books (bi-monthly - author and title entries for books to appear in the next five months).
  --Other books from the "in print" group which may be useful include: Paperbound Books in Print (semi-annual listing of paperbound books by subject); Children's Books; Scientific and Technical Books and Serials; Medical Books and Serials; Large Type Books. Entry in each is by the heading where a person is "most likely to look" with several cross-references.

☐ Publisher's Trade List Annual. R.R. Bowker Co., New York. 6 vols. Annual.
--Basically the catalogs of various book publishers from which much of the Books In Print series is drawn. Arranged alphabetically by publisher. Contains an index to publishers and a subject index to publishers so publishers of books in 'education' or 'large print' or 'braille' or 'medicine,' etc. can be found.
--Publishers of many books in the field of special education and vision include: Allyn and Bacon, Grune and Stratton and Charles C. Thomas.

☐ Cumulative Book Index. H.W. Wilson Co., New York. 1898-. Monthly with annual cumulations.
--Lists books published in English during the current year by author, title, subject all in same alphabet. Basic bibliographic information is given under the main entry (generally the author). Does not indicate if a book has gone out of print.

☐ Books on Demand. University Microfilms International. Ann Arbor, MI. 1977.
--"84,000 selected books available as on-demand reprints." Imprints date from 15th Century to present. Includes foreign titles. Reprints come as Xerox copies. Titles are listed under broad subject categories. Has subject, author, title guides.

BOOK REVIEWS

A title frequently does not contain much information about the content and usefulness of a given book. A reviewing service can provide sufficient information about a book to determine if one wants to look at it further. They can also inform one of new books coming out which may be of interest.

- ☐ Booklist. American Library Association, Chicago,IL. 1905-. Semi-monthly with annual subject/author/title index.
  --Reviews books considered worthy for small and medium-sized libraries. Books are those published in English and distributed in the U.S. Also reviews films,filmstrips and video. Reviews are reprinted biennially in Reference and Subscription Book Reviews.

- ☐ The Library Journal Book Review. R.R. Bowker Co., New York. Annual.
  --Book reviews taken from the "Professional Reading" section of the Library Journal. Reviews popular and scholarly books chosen for potential interest to libraries. Divided into broad subject categories with author/title index at the end.

Book reviews given in periodicals may be located through indexes to the journals themselves or through the following services:

- ☐ Book Review Digest. H.W.Wilson Co., New York. 1905-. Monthly except February and July with annual cumulations.
  --Index to reviews of current fiction and non-fiction appearing in selected periodicals. Reviews must occur within 18 months of publication. Includes three to four excerpts from the reviews. Entries are listed alphabetically by main entry with a subject and title index.

☐ Current Book Review Citations. H.W.Wilson Co., New York. 1976-. Monthly except August with annual bound cumulations.
--Author/title index to book reviews published in over 1200 periodicals. Includes fiction, non-fiction, foreign language material and new editions. Surveys many journals relating to exceptional children.
--Gives author, title and year of book and then lists citations to book reviews. Averages about three-five reviews. Does not have a subject index.

PERIODICALS

One of the better sources for current information about programs and trends in education of visually handicapped children will be reported in several professional journals. Other journals and magazines may also carry relevant information.

Services to preschool visually impaired children generally fall under the domain of educational programs or other programs which serve visually impaired people in general. Therefore much of the reporting of current trends and programs will be in professional journals concerned with blindess or education of exceptional children. These journals include:

- ☐ Education of the Visually Handicapped. Association for Education of the Visually Handicapped, Inc., Philadelphia, PA. 1951-. Quarterly. Yearly index in winter edition. Indexed in: Blindness, Visual Impairment and Deaf-Blindness; Exceptional Child Education Resources; Psychological Abstracts.
  --Research, teaching ideas, news from the field of education for the visually handicapped.

- ☐ Journal of Visual Impairment and Blindness (formerly New Outlook for the Blind and AFB Research Bulletin), American Foundation for the Blind, New York. 1907-. Monthly except July and August.
  --Indexed: Current Contents; Exceptional Child Education Resources; Psychological Abstracts; Rehabilitation literature; Social Work Research and Abstracts.
  --"For practitioners and researchers professionally concerned with blind and visually impaired persons... to further work for the visually impaired." Includes research, teaching suggestions, new programs, news, views and issues from the field and occasional book reviews.

☐ Exceptional Children. Council for Exceptional Children, Reston, VA. 1934-. 8/year.
--Indexed: Education Index, Exceptional Child Education Abstracts, Psychological Abstracts, Social Sciences Citation Index.
--Research, methods, ideas from the field.

☐ Teaching Exceptional Children. Council for Exceptional Children, Reston, VA. 1968-. Quarterly.
--Indexed: CIJE, Exceptional Child Education Abstracts, Child Development Abstracts, Education Index.
--Teaching ideas from and for those working with exceptional children.

☐ Exceptional Parent Magazine. Psy-Ed Corp., Penacook, NH. 1971-. 6/year.
--Indexed: Exceptional Child Education Abstracts, Mental Retardation Abstracts, Psychological Abstracts.
--Articles for and about parents and families of exceptional children. Features ideas, discussions, issues.

☐ Focus on Exceptional Children. Love Publishing Co., Denver, CO. 1969-. Monthly (Sept.-May).
--Indexed: Exceptional Child Education Abstracts, Current Contents, Social Science Citation Index.
--One in-depth feature article per month about current issues relation to teaching and parenting exceptional children. Especially useful for professionals. Includes book review index and cumulated index.

☐ National News Patch. C/O Pat Troisi, Oregon School for the Blind, Salem, OR. Quarterly.
--News and ideas from and for those working with preschool visually handicapped children.

☐ Awareness. National Association for Parents of the Visually Impaired, Inc., 2011 Hardy Circle, Austin, TX. 1980-. Quarterly.
--Newsletter designed to carry out the non-profit organization's expressed purposes of offering "support, information and service" to the parents of all visually impaired children regardless of age or type of impairment.

- ☐ VIP Newsletter. The International Institute for Visually Impaired, 0-7, Inc., 1975 Rutgers Circle, East Lansing, MI. 48823. Quarterly.
  --Features articles on preschool visually impaired children, including a children's book corner,Toy Box, and tips on parenting.

Information about other periodicals of potential interest is availbable through several directories:

- ☐ Ulrich's International Periodical Directory: A Classified Guide to Current Periodicals, Foreign and Domestic. R.R. Bowker, Co., New York. Quarterly with annual cumulations.
  --62,000 periodicals published throughout the world-those currently in print and issued more than once a year ususally at regular intervals. Also gives new serial titles, title changes and cessations. Gives publishing and subscription information.

- ☐ Irregular Serials and Annuals: An International Directory. R.R. Bowker, New York. Biennial.
  --Similar to Ulrich's with information about annual and irregular serials. A classified listing.
  --Subject headings: "Baby, Blind," "Children;""Education;" "Youth;" "Home;" "Social Serivce and Welfare;" "Optical;" "Medicine."

- ☐ Standard Periodical Directory. Oxbridge Communications, Inc., New York. 1979-80. 6th ed. (Biennial)
  --Lists 68,720 Periodicals in U.S. and Canada with a frequency of at least once every two years. Includes consumer magazines, trade journals, newsletters,government publications, house organs, directories, transactions and proceedings of scientific societies, yearbooks, group publications, etc. Classified listing with cross index to subjects; also a title index.

- ☐ Ayer Directory of Publications. Ayer Press, Philadelphia, PA. Annual.
  --Publications originating within the U.S., its territories or Canada, publishing four or more a year. Gives information by state with a classified list. Lists newspapers of 100,000 plus circulation and various specialized publications.

- ☐ Standard Directory of Newsletters. Oxbridge Publishing Co., Inc., New York. 1972.
  --Subject listing (from 'Accounting' to 'Zoology'), including "Blind;" "Children," "Education;" Also a title index. Gives title, address, editor, publisher, description, frequency,subscription rate, circulation. Gives information on starting a newsletter.

☐ Current Contents: Social and Behavior Sciences. Institute for Science Information, Philadelphia, PA. Weekly with tri-annual cumulative index. 1969-.
--Reproduces the contents pages of over 1300 journals and 600 books, reporting world-wide research and practice in the social and behavioral sciences. General subject approach with a keyword index. Article copies available from ISI.

INDEXES

Access to specific topics in journal articles is available through several indexing services. These are usually organized on a subject basis and refer to specific articles on the given topics.

- ☐ Education Index. H.W. Wilson, New York. 1929-. Monthly, except July and August with annual cumulations.
  --A subject index to periodical literature in education. Includes yearbooks and monographs. Subject/author entries in one alphabet. Also author listing of citations to book reviews.
  --Subject headings include: "Infants"and"Parents of the Handicapped."

- ☐ Current Index to Jouranls in Education (CIJE),Oryx Press, Phoenix, AZ. 1969-. Monthly with semi-annual and annual cumulated indexes. Sponsored by the U.S. Office of Education's Educational Resources Information Center (ERIC).
  --Articles from 775 major education and education-related journals--current periodical literature of education.
  --In two sections: main entry by CIJE number (broad subject areas) and subject index by ERIC descriptors. Also has an author index, journal contents and journal sources.

- ☐ Social Sciences Index. H.W. Wilson, New York. 1974-. Quarterly with annual cumulations. (formerly part of Social Sciencies and Humanities Index.)
  --Author/subject entries to literature in the social sciences. Also has an author listing to book reviews.

- ☐ Public Affairs Information Service. PAIS Inc., New York. 1915-. Semi-monthly. Cumulated four times a year, with annual index.
  --Indexes periodical articles, books, pamphlets, federal, state and local government documents, publications of public and private agencies, yearbooks and directories published in English throughout the world in areas of contemporary social, economic and political issues. Has a subject index and author index;

also a cumulated index for 1915-74. Includes legislative information. Available online through Lockheed DIALOG.
--PAIS also publishes a Foreign Language Index- quarterly with annual cumulated bound volume. Material indexed in French, German, Italian, Portuguese and Spanish.

☐ Reader's Guide to Periodical Literature, H.W. Wilson, New York. 1900-. Semi-monthly(Sept.-June), monthly (July-Aug.), with quarterly and annual cumulations.
--Subject index to periodicals of general interest published in the U.S.

☐ Access: The Supplementary Index to Periodicals. John Gordon Burke Publisher, Inc., Evanston, IL. 1975-. 3/year with annual cumulated index.
--Complements Reader's Guide by indexing magazines presently indexed and prominently held in library collections. Includes regional and city magazines plus a balanced subject-oriented list of general and special interest periodicals. Includes reviews of books, records, concerts, films, etc.

☐ State Education Journal Index: An Annotated Index of State Education Journals, L. Stanley Ratliff, editor. Westminster, CO. 1963-. Semi-annual.
--Subject heading approach ("Visually Handicapped," "Children," "Parent Training," etc.) with very brief annotations. No other indexes; no cumulations.

☐ Social Sciences Citation Index: An International Multi-disciplinary Index to the Literature of the Social, Behavioral and Related Sciences. Institute for Science Information. Philadelphia, PA. 1973-. 3/year with annual cumulations and 5-year cumulated index.
--Covers educational research, Psychology, sociology from 2,000 selectively covered journals. Tells who is citing whom and where. The "Permutex Subject Index" has all significant words from the cited titles, as access to the listings.

☐ New York Times Index. New York Times Co., N.Y. 1913-. Semi-monthly with annual cumulations.
--Subject approach with brief synopses and reference to original article. Useful for locating current newsworthy information.

ABSTRACTS

Abstracting services can provide another method for keeping up with much of what is being published even though the time lag between the subject of the article and the abstract may run several years. Abstracted material may include journal articles, project reports, research studies, etc.

- ☐ Exceptional Child Education Resources (formerly Exceptional Child Abstracts). Council for Exceptional Children, Reston, VA. 1969-. Quarterly.
  --Non-evaluative abstracts which are stored on the computer file of the CEC Information Services Unit. Designed as a resource for administrators, researchers, teachers, psychologists and others concerned with handicapped children.
  --Covers book and journal articles, non-print media and dissertations.

- ☐ Resources in Education (formerly Research in Education). Educational Research Information Center. Superintendent of Documents, U.S. Government Printing Office, Washington, DC. 1966-. Monthly.
  --Abstracts of recent report literature related to the field of education. Abstracts are listed by ERIC accession number - general subject areas corresponding to ERIC Clearinghouses. Includes a subject index. Semi-annual cumulated index.

- ☐ Psychological Abstracts: Nonevaluative Summaries of the World's Literature in Psychology and Related Disciplines. American Psychological Association, Inc., Washington DC. 1927-. Monthly.
  --Broad subject approach with a brief subject index and author index; semi-annual cumulated subject/author index. Over 950 journals, technical reports, monographs and other scientific documents are abstracted. Tends to be research and statistical-oriented.
  --Available online as PsycINFO.

☐ Child Development Abstracts and Bibliography, University of Chicago Press for Society for Research in Child Development. Chicago, IL. 1927-. 3/year.
--Abstracts from professional periodicals and reviews of books related to the growth and development of children.
--Subject approach with author, subject index.

☐ Developmental Disabilities Abstracts (formerly Mental Retardation Abstracts). Developmental Disabilities Office, U.S. Dept. of HEW, Office of Human Development, Washington, DC. 1964-. Quarterly.
--Abstracts on 3600 scientific and professional articles per year from standard periodicals in the field of Developmental Disabilities which give comprehensive information about new developments and research results.
--Subject approach under "Medicine;" "Development;" "Treatment and Training;" "Programmatic Aspects;" "Personnel." Also subject and author index.

☐ Social Work Research and Abstracts. National Association of Social Workers, New York. 1965-. Quarterly with annual cumulated index.
--Combines publication of research from the social welfare field with the former Abstracts for Social Workers.
--Includes original research and abstracts of articles published in social work and related fields.
--Broad subject areas with author and subject index.

☐ Sociological Abstracts. Sociological Abstracts, Inc. San Diego, CA. 1952-. 6/year with annual cumulated index and five-year cumulated index.
--Broad subject approach. Includes convention papers and a brief subject index: "Parents;" "Infants;" "Handicapped;" "Children."
--available online through Lockheed DIALOG.

☐ Rehabilitation Literature. National Easter Seal Society for Crippled Children and Adults, Chicago, IL. 10/year.
--For professional personnel concerned with rehabilitation of handicapped to promote communication among workers and to alert each to literature on development in their own and related areas.
--Reviews and abstracts books, pamphlets, periodical articles pertaining to the care, welfare, education and employment of handicapped children.
--Subject approach, e.g. "Special Education." Includes events and comments.

- ☐ Journal of Human Services Abstracts, from Project SHARE, a National Clearinghouse for Improving the Management of Human Services. Rockville, MD.1975-. Quarterly. (Project SHARE "acquires, evaluates, stores and makes available a broad range of documentation on subjects of concern, interest and importance to those responsible for the planning, management and delivery of human services.")
  --Abstracts arranged alphabetically by title with index of authors, documents and subjects
  --Project SHARE also offers free-of-charge, on-demand reference service for information on topics within the scope of its mandate. Will provide customized annotated bibliographies. Sources include government reports, university reports, journal articles.

Other indexing and abstracting services may be located through the following guides:

- ☐ Chicorel Index to Abstracting and Indexing Services, Periodicals in the Humanities and the Social Sciences. Marietta Chicorel, editor. Vol. 11 and 11A. Chicorel Library Publishing Corp., New York. 1978.
  --Purpose is to enable the user to locate all abstracting and indexing services in which a given periodical is indexed and/or abstracted. Includes 50,000 periodicals, serials, services and yearbooks in the social sciences and humanities.
  --A single alphabetic list of all periodicals with all indexing and abstracting services which cover each title.

- ☐ Kujoth, Jean Spealman, Subject Guide to Periodical Indexes. Scarecrow Press, Inc. Metuchen, NJ. 1969.
  --In two parts: 1) "Academic-Subject Index" lists periodical indexes by title under subjects corresponding to major-subject departments in colleges and universities. Gives coded information about type of material indexed in each; 2) Lists indexes by title and describes each one.

DATA BASES AND INFORMATION SYSTEMS

Many indexes to current literature and information are now accessible through various data bases. Many are online, allowing immediate access to their data banks and many draw from a wide range of information sources. They can narrow or broaden the scope of one's search by allowing the simultaneous use of several descriptive terms. Usually a thesaurus of terms to be used with appropriate cross-references from non-used terms is provided. They tend to have current information sooner than their printed counterparts, though they do not tend to contain information from farther back than the current decade. Both ERIC and Psychological Abstracts are available online.

Information about other data services may be found in the following sources:

- ☐ Computer-Readable Bibliographic Data Bases - a Directory and Data Sourcebook. Martha E. Williams and Sandra H. Rouse, compilers. American Society for Information Science. Washington, DC. 1976.
  --Data bases of bibliographic information, publicly available, used for information retrieval purposes. Loose-leaf format allows ready up-dating. Information given alphabetically by name of data base. Gives basic information including distributor, cost, subject matter and scope, indexing data, search programs, data elements used, services offered and user aids offered. Numerous indexes for easy access.

- ☐ Enclyclopedia of Information Systems and Services, Anthony T. Kruzas, editor. Gale Research Co., Detroit, MI. Third edition. 1978. Supplemented by New Information Systems and Services.

☐ Subject Directory of Special Libraries and Information Centers. Margaret L. Young, et. al., editors. Gale Research Co., Detroit, MI. 1977. 5 vols.
--Same information as above in a classified arrangement.

☐ Directory of Archives and Manuscript Repositories. National Historical Publications and Records Commission, National Archives and Records Service. GSA, Washington, D.C. 1978.
--arranged alphabetically by state and then city. Gives basic descriptive information on institutions.
--Materials in many formats - drawings, recordings, etc. as well as print. Material not necessarily related to U.S. but no earlier than 1450 A.D. Covers 2,675 repositories in the U.S. and its territories. Also lists repositories by type.

GOVERNMENT DOCUMENTS

One of the larger resources for documents in any area is the U.S. government. It is hard to find any aspect of our daily lives that isn't touched by some branch of the government and each branch collects and makes available information from its area of concern. This information can be obtained from the agency itself, from people within government and from the Superintendent of Documents either directly or through depository libraries. Numerous guides are available to government documents and their sources.

- ☐ Monthly Catalog of U.S. Government Publications. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. Monthly with annual cumulated index to subject, author, title, series report number. 1895-.
  --The primary listing of published government documents. Arrangement has changed over the years; currently it is by SuDocs classification and entries are printed in LC card format. Ordering information is included.
  --Most government documents concerned with children and handicaps are classified HE19 and HE20.

- ☐ Cumulated Subject Index to the Monthly Catalog of U.S. Government Publications, 1900-1971. Carrollton Press, Washington, D.C. 1973. 15 vols.
  --Merges into a single alphabet all subject entries from various annual and decennial indexes of the Monthly Catalog.

- ☐ Newsome, Walter L., New Guide to Popular Government Publications for Libraries and Home Reference. Libraries Unlimited, Inc., Littleton, CO. 1978.
  --Subject approach with subject and title index. Also appendixes for Audio-Visual Resources, Additional Sources, Government Publications in Reprint and agencies distributing publications not sold by the Government Printing Office.
  --Good section on the handicapped.

☐ Subject Bibliographies. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C.
--Over 270 subject bibliographies which list publications on a single subject or field of interest. Bibliographies are sent free of charge.
--Subjects include: "Children and Youth," "The Handicapped," "Care and Disorders of the Eye," "Disease in Humans."

☐ Monthly Checklist of State Publications. Exchange and Gift Division, Processing Dept., Library of Congress, Washington, D.C. 1910-. Monthly.
--"Record of state documents issued during the last five years and received by the Library of Congress." They are arranged in the order received and by state and issuing agency. Periodicals are listed in the June and December issues. Annual index appears early in the following year.

☐ Checklist of State Publications. State Publications Service. Information Handling Services, Englewood, CO. 1975-. Annual.
--Citations arranged alphabetically by state and issuing agency. Indexes for subject, agency name, author and periodical title. Indicates where document available. Numerous cross-references.

☐ Leidy, W. Philip, A Popular Guide to Government Publications. Columbia University Press, New York.1976.
--Lists several thousand titles from materials issued by various government agencies between 1967-1975 by broad subject groupings. Gives bibliographic information and a brief annotation. Lists departments from which the materials may be obtained directly, GPO bookstores and depository libraries.

☐ Lu, Joseph K., U.S. Government Publications Relating to the Social Sciences: A Selected Annotated Guide. Sage Publications, Beverly Hills, CA. 1975.
--"Cites those titles considered most useful to the teacher, the graduate student, the advanced undergraduate student and the researcher." Gives basic bibliographic data with brief annotation; also gives terminological definitions and finding aids. Subject arrangement.

☐ Morehead, Joe, Introduction to U.S. Public Documents. Libraries Unlimited, Inc., Littleton, CO. 1975.
--A guide for library students to background, organization and use of government documents. Describes each part of the system, suggests guides to the system, gives indexes to acronyms, name/subject and title/series.

STATISTICS

Government and non-government agencies also compile statistics on various aspects of their services. The following resources will be valuable in locating statistics.

- ☐ Statistical Abstract of the U.S.: National Data Book and Guide to Services. U.S. Dept. of Commerce, Bureau of the Census. Washington, D.C. 1878-. Annual.
  --A summary of statistics on social, political, economic organization of the U.S. - for statistical reference and a guide to other sources, including state statistics.
  --Covers both government and private publications. Mostly data for the whole U.S., but some regional data. Includes section on recent trends, e.g. "Nursery School Enrollment."

- ☐ American Statistics Index: A Comprehensive Guide and Index to the Statistical Publications of the U.S. Government. Congressional Information Service. Washington, D.C. 1974-. Monthly with annual cumulations. 2 vols.
  --First issue covers material back to the early 1960s.
  --A master guide and index to all statistical publications of the U.S. Government. Abstracts give content and format of report; index provides access by subject and name, category (geographical, economic, demographic), title and report number. Does not give actual statistics but gives summary and tells where to get the actual report.
  --Also available online.

Other statistical sources may be identified through:

- ☐ Statistics Sources, Paul Wasserman, editor. Gale Research Co., Detroit, MI. Fifth edition., 1977.
  --"A Subject Guide to data on Industrial, Business, Social, Educational, Financial and other topics for the U.S. and Internationally."
  --Arranged alphabetically by subject. Lists publications in which statistics on that subject can be found. Also cites organizations from which information should be available even though it may not be published.
  --Begins with selected bibliography of key statistical sources.

ASSOCIATIONS

Associations can provide a means of keeping up with new information, exchanging ideas and meeting other people of similar interests. Most associations are professionally oriented with a relatively recent effort to include parents and consumers. These include:

- ☐ Association for Education of the Viusally Handicapped, 919 Walnut Street, Fourth Floor, Philadelphia, PA. 19107.
  --Sponsors biennial national and regional conferences for educators and others who work with visually handicapped children.
  --Publishes Education of the Visually Handicapped, Fountainhead News Bulletin and Convention Proceedings.

- ☐ Council for Exceptional Children, 1920 Association Drive, Reston, VA. 22091.
  --Concern for children whose instructional needs differ from the average enough to require special services.
  --Sponsors annual conferences for educators and others working in all areas of exceptionalities.
  --Publishes books, pamphlets and films relevant to teaching exceptional children.
  --Publishes: Exceptional Children, Exceptional Child Education Resources, Update, Insight and Teaching Exceptional Children.

- ☐ National Association for the Education of Young Children, 1834 Connecticut Ave. N.W., Washington D.C. 20009.
  --Publishes numerous books and pamphlets and Young Children.

- ☐ National Association for the Visually Handicapped, 305 E. 24th St., New York, NY 10010.
  --NAVH Catalog of Large Print Titles distributed upon request. Publishes professional and family guides on the growth and development of the partially seeing child and other informational materials.

National Braille Association, Inc., 85 Godwin Ave., Midland Park, NJ 07432.
--Volunteers who produce materials in braille, large print and on tape. Includes professional workers and users.
--Publishes: NBA Bulletin, Braille Book Bank.

- ☐ National Society for the Prevention of Blindness, 79 Madison Ave., New York, NY 10016.
  --Interested in preventing blindness and conserving sight through public and professional education, research and community services.
  --Publishes pamphlets and information related to the prevention of blindness, including a "Home Eye Test Kit" for vision screening.
  --Publishes: Sight Saving Review, The News and Wise Owl News.

- ☐ The National Association for Parents of the Visually Impaired, Inc., P.O. Box 180806, Austin, TX 78718.
  --A non-profit organization formed to provide support for parents and families of visually impaired children; to educate the public about the needs of the visually impaired and to advocate for improved services for visually impaired children.
  --Provides workshops and other support to interested local and state parent groups.
  --Publishes: Awareness.

Other associations may be identified through the following resources:

- ☐ Encyclopedia of Associations, Nancy Yates and Denise Akey, co-editors. Gale Research Co., Detroit, MI. 1956-. Biennial. 3 vols.
  --Lists nonprofit American membership organizations of national scope. Gives location, size, objectives and other essential information. Indicates inactive and defunct organizations.
  --Organized under broad subject categories with indexes to subject, name, geographical location, executives and new associations and projects.

- ☐ National Trade and Professional Associations of the U.S. and Canada and Labor Unions. Columbia Books, Inc. Washington, D.C. Annual.
  --Lists over 6,000 national organizations with indexes to names, executives, key words, geographical location, budget.
  --Gives year formed, address, number of members, staff budget, phone number, history, publications meetings.

☐ Yearbook of International Organizations. Union of International Associations, Brussels, Belgium. Annual. --Organizations of international scope listed alphabetically with numerous indexes.

INTERNATIONAL PUBLICATIONS

Information about international publications and resources may be accessed through the following publications:

- ☐ Publications of the UN System: A Reference Guide. Harry Winton, compiler. R.R. Bowker Co., New York. 1972.
  --Presents a brief overview of organizations of the UN and their publications, in three parts. Subject index.

- ☐ Palic, Vladimar M., Government Publications: a Guide to Bibliographic Tools. Library of Congress, Washington, D.C. 1975.
  --Covers U.S. documents, state documents, international government organizations and foreign countries. A useful starting place for finding resources to documents outside the U.S.

- ☐ The World of Learning. Europa Publications LTD., London. 29th edition, 1978-79.
  --Educational, scientific, cultural institutions from around the world. Divided by country. Gives academic and learned societies by subject, research institutes by subject, libraries and archives, museums and galleries, universities and collections, including personnel.
  --An impressive amount of information.

RESOURCES AND SERVICES

Many of the new efforts in education of the handicapped are through the federal government. This is partly because the government, through the Bureau of Education for the Handicapped, has been generous in funding new programs. Also the government, with the passage of P.L. 94-142 which requires equal educational opportunity for the handicapped between the ages of three and 21, has been instrumental in stimulating the beginning of many new programs for all handicapped children. The rights of the handicapped and of parents have also become a significant issue. Both private and public groups have taken up the advocacy role. Seeking information through the maze of government agencies and procedures can be complicated and confusing. The following resources and publications may help in identifying and locating services.

- ☐ Practical Advice to Parents: A Guide to Finding Help for Handicapped Children and Youth. Closer Look, National Information Center for the Handicapped, Washington, D.C. 1976.
  --General suggestions for locating information. Includes suggestions of what to look for in selecting an educational program.

- ☐ Directory of National Information Sources on Handicapped Conditions and Related Services. Clearinghouse on the Handicapped, Office for Handicapped Individuals. HEW, Washington, D.C.
  --Lists national organizations, federal information sources with abstracts of each. Gives handicaps served, scope of activities, services, eligibility, fees, notes. Subject index is extensive. Subject headings include "Activities for Daily Living," "Blindness," etc.

☐ Advocacy Manual for Parents of Handicapped Children. Institute for Child Advocacy, 4305 S. Broadway, Los Angeles, CA. 1976.
--Includes information about education, tax deductions, Supplemental Social Security and resources.

☐ U.S. Government Manual, Office of Federal Registrar, National Archives and Records Service, General Services Administration. Annual.
--Official handbook of the federal government. Describes purposes and programs of most government agencies and lists key officials. Includes briefer statements for quasi-official agencies and certain international organizations. Gives program emphases and activities rather than their internal structure. Also information about abolished and transferred agencies and functions. Lists common acronyms.

☐ CQ Washington Information Directory, Congressional Quarterly, Washington, D.C. Annual.
--Lists agencies of the executive branch, Congress and private or non-governmental organizations with description and contact information. Organized by broad subject areas with subject index, agency and organization index and numerous appendices.

☐ Ellingson, Careth and Cass, James, Directory of Facilities for the Learning Disabled and Handicapped. Harper and Row, New York. 1972.
--"Analytical description of diagnostic facilities ...as well as a description of remedial, therapeutic and developmental programs." Provides comparative data, as reported by each facility. Indicates diagnostic procedures, specialists available, testing instruments, parent conferences, faculty and funding.
--Divided by state and province. Includes index of facilities plus services in major metropolitan areas.

☐ Directory for Exceptional Children: A Listing of Educational and Training Facilities. Porter Sargent Publishers, Inc. Boston, MA. Biennial.
--Divided by type of facility such as 'Blind,' then by state. Lists associations, societies and foundations by handicapping condition and by state. Gives conditions served, type of facility, hours, type of service, cost, staff, sponsorship and a brief description.

- ☐ Guide to Summer Camps and Summer Schools. Porter Sargent Publishers, Inc., Boston, MA. Biennial.
  --"A representative presentation of camps throughout the U.S. and Canada, travel and study in other countries."
  --Grouped geographically according to emphasis, e.g., "Programs for the Handicapped and Maladjusted."

- ☐ Directory of Agencies Serving the Visually Handicapped in the United States. American Foundation for the Blind, New York. Biennial.
  --Lists agencies, institutions and organizations in the U.S. which work with blind and visually handicapped people.

- ☐ Public Affairs Pamphlets, 381 Park Ave. South, New York, NY 10016.
  --Numerous readable pamphlets on many aspects of children, child care, handicaps, etc.

SERVICE PROVIDERS

The following agencies are among the major providers of services and materials for visually impaired children.

- ☐ Bureau of Education for the Handicapped, 6th and D Streets, N.W., Donahoe Building, Room 3120, Washington D.C. 20202.
  --Assists agencies in meeting the educational needs of handicapped children who require special services. Administers programs such as support or training for teachers and other professional personnel; grants for research; financial aid to help states improve their resources and media services and captioned films for the deaf.

- ☐ Educational Resources in Education (ERIC) sponsors 16 clearinghouses across the U.S., each specializing in a different multi-disciplinary educational area. Each searches, screens, abstracts and indexes pertinent documents and journal articles. Clearinghouse on Elementary and Early Childhood Education: University of Illinois, College of Education, 805 W. Pennsylvania Ave., Urbana, IL. Clearinghouse on Handicapped and Gifted Children: Council for Exceptional Children, 1920 Association Dr., Reston, VA.

- ☐ National Center for Educational Media and Materials for the Handicapped, c/o Linc Services, Inc., 829 Eastwind Drive, Westerville, OH 43081.
  --Facilitates the production and distribution of instructional media and materials designed for special education of handicapped students. Disseminates information about instructional materials through NIMIS, a national computer-based online interactive retrieval system. Conducts research, maintains biographical archives and publishes a newsletter and catalog.

- ☐ Western States Technical Assistance Resource (WESTAR) 345 N. Monmouth, Monmouth, OR. 97361.
  --Provides technical assistance to programs receiving Handicapped Children's Early Education Program grants. Also produces bibliographies, planning guides and topical papers.

Closer Look, Parents' Campaign for Handicapped Children and Youth, Box 1492, Washington, D.C. 20013.
--Publishes guides to reading about disabling conditions and ideas to help children develop their strengths; information on laws and how to make them work; and other practical suggestions for opening opportunities in school, work and community living. Produces information packets designed to meet the individual needs of children with mental, emotional and physical disabilities, preschool to young adult. Publishes "Common Sense from Closer Look" with ideas and information for parents and teachers.

☐ American Foundation for the Blind, 15 W. 16th Street, New York, NY 10011.
--Produces Aids and Appliances for the Blind and Visually Impaired - adapted materials for most facets of daily living.
--Maintains special reference and lending library relating to the blind and their welfare.
--Sponsors topical workshops across the country and provides consultation to agencies.
--Publishes numerous information pamphlets and books. Publishes AFB Newletter and Washington Report.

☐ American Printing House for the Blind, 1839 Frankfort Ave., P.O. Box 6085, Louisville, KY 40206.
--Provides educational materials for all ages of blind and visually impaired people. This includes teaching aids; books in braille, large print and recorded on cassette and on disk; special equipment.
--Instructional Materials Reference Center is a national source for locating materials for blind and visually impaired children and adults.

☐ Parent Information Center, Subsidiary of the Coordinating Council for Handicapped Children, 407 S. Dearborn St., Room 1075, Chicago, IL 60605.
--Publishes a monthly newsletter and other educational material and literature.

☐ Recording for the Bind, 215 E. 58th St., New York, NY 10022.
--Records textbooks for blind students of all ages. Recordings made on request and free of charge by volunteers.

☐ Southwest Educational Development Laboratory, 211 E. Seventh St., Austin, TX. 78701.
--Maintains a Parenting Materials Information Center.

☐ U.S. Library of Congress, Division for the Blind and Physically Handicapped, Washington, D.C. 20542. --Sponsors the Talking Book program which provides both recorded books for pleasure reading and playback machines, free to those who are unable to read regular printed materials.

FILMS

Films and non-print media seem to be less accessible than printed material. Yet frequently a film can be used as a focal point in a parents' group or as a means of presenting information in a new way in a workshop. Several current films are especially good:

- ☐ Fazzano, Barbara, A Very Private Place (slide-tape), Meeting Street School, East Providence, RI.
  --Suggestions for understanding the world from the point of view of the visually handicapped child.

- ☐ The Amazing Newborn (16 mm.; 25 min.) Case Western Reserve University, Cleveland, OH.
  --The capabilities of normal infants from one to seven days old to see, to have visual preference, to turn their heads to spoken words, to mimic and to move in rhythm to voices.

- ☐ Not Without Sight, American Foundation for the Blind, New York. 1973. 16 mm; 19½ min.
  --Talks about problems of the visually handicapped. Good simulations of three types of visual loss: central, peripheral and overall obscuration.

- ☐ A Little More Than Love, American Foundation for the Blind, 1980. (slide-tape, 8 min.)
  --Made especially for the parents of preschool visually handicapped children.

- ☐ Moses, Kenneth, The Mourning Process and Family Dynamics. Regional Resource Center #7, Peoria, IL. 1976. Videotape.
  --A class lecture on the grieving process.

Locating and identifying other non-print media may be done through the following sources:

- ☐ Previews: AV Software Reviews (formerly LJ/SLJ Previews). R.R. Bowker, New York. 1972-. Monthly (Sept.-May).

☐ --Indexed; Media Review Digest and International Index to Multi-Media Information.
--Includes a few feature articles on media. Reviews all types non-print media. Organized by format, e.g. "16 mm," then by subject, e.g. "mainstreaming."
--Annual cumulative index and annual AV Guide of forthcoming titles - arranged by broad subject classifications.

☐ Media Review Digest. Pierian Press, Ann Arbor, MI. 1970-. Annual. (formerly Multi-Media Reviews Index)
--Annual index to and digest of reviews, evaluations and descriptons of all forms of non-book media from a variety of periodical and reviewing services.
--Over 40,000 citations and cross-references to reviews and descriptions from 167 periodicals. Includes discussions of media in articles, commentary, etc.
--Numerous indexes: general subject, classified subject, alphabetical subject, reviewers, producers and distributors.

☐ National Information Center for Instructional Media (NICIM) in Los Angeles has published numerous indexes to nonprint media. These are supposedly biennial, though the most recent are 1976. Nevertheless, they can still be useful. The indexes include: Educational Audio Tapes; Records; Videotapes, Educational Slides; 8 mm. motion cartridges; 16 mm. Educational Films; 35 mm. Educational Filmstrips. Each index has the media listed alphabetically by title with a physical and thematic description. Several subject heading references are given for cross-reference, then the media titles are listed by academic subject heading. Media included is that which would be used in education with all levels of students.

☐ Educational Film Locator of the consortium of University Film Centers and R.R. Bowker. R.R. Bowker, New York. 1978.
--List of titles held by member libraries of the consortium of University Film Centers and a compilation and standardization of their catalogs representing about 37,000 film titles.
--Films are listed alphabetically by state with an index to major subject groupings; to subject headings and cross-index to subjects; to subject, title and audience; to series, to foreign films and to producer/distributor.
--Each film is described physically and thematically.

MATERIALS

The following bibliography includes materials, guides, information, ideas that can be helpful to both parents and professionals in the field of education of the visually impaired.

- ☐ Alonso, Lou, et al., Mainstreaming Preschoolers: Children with Visual Handicaps: a Guide for Teachers, Parents and Others who work with Visually Handicapped Preschoolers. Dept of HEW, Office of Human Development Services, Administration for Children, Youth and Families, Head Start Bureau. Superintendent of Documents, Government Printing Office, Washington, D.C. 1978.
  --Discusses mainstreaming, visual handicaps and how they affect learning, how visually handicapped children can be mainstreamed into early childhood and Head Start programs, how parents and teachers can work together, where to find help. Includes definitions, methods of screening and diagnosis and a chart of normal development.
  --Part of a set. Others in the series are: "Learning Disabilities," "Hearing Impairment," "Mental Retardation," "Speech and Language Impairments," "Emotional Disturbance," "Health Impairments" and "Orthopedic Handicaps."

- ☐ Bluma, S.B., Shearer, A., Trohman, Hilliard, Portage Guide to Early Education. Cooperative Educational Service Agency, Portage WI.
  --Developmental checklist which leads to appropriate activities for the 0-6 age range.

- ☐ Bornstein, Susan and Zimmerman, Ruth, Developmental Teaching Guide. Boston Center for Blind Children, Boston, MA.
  --Checklist and activity file covering basic areas of child development; specifically designed for use with children having varying degrees of visual impairments and retardation.

- ☐ Brazelton, T. Berry, Infants and Mothers: Differences in Development. Delta Books, Dell Publishing Co.,Inc. New York. 1969.

--Discusses average, quiet and active babies. Excellent resource for normal infant development.

☐ Brazelton, T. Berry, Toddlers and Parents. Delacorte Press, New York, 1974.
--The child from one to three years. The focus is on the child's "struggle for independence and self-mastery."

☐ Brown, Sara L. and Donovan, Carol M., Developmental Programming for Infants and Young Children, University of Michigan Press, Ann Arbor, MI. 1977.
--Assessment and programming activities for children of developmental age 0-3. Uses a behavioral objective method of programming.

☐ Buscaglia, Leo, The Disabled and Their Parents: A Counseling Challenge. Charles B. Stack, Inc., Thorofare, NJ. 1975.
--Looks at counseling from the perspective of parent, counselor, teacher, etc. A humanistic approach written in non-technical language.

☐ Bakalis, Michael J., Preschool Learning Activities for the Visually Impaired Child: A Guide for Parents. Office of the Superintendent of Public Instruction, Springfield, IL.
--Suggestions for maximizing the 3-5 year old visually handicapped child's interactions with his environment.

☐ Croft, Noel B., and Robinson, Lee W., Project Vision-Up Curriculum: A Training Program for Preschool Handicapped Children. Educational Products and Training Foundation, Paul, ID. 1976.
--A Piagetian-based developmental assessment and curriculum for children aged 0-6. Uses a profile chart as graphic display of child's developmental level.

☐ Early Childhood Education for Exceptional Children, A Handbook of Ideas and Exemplary Practices, June B. Jordan, editor. Council for Exceptional Children, Reston, VA. 1977.
--Reviews BEH First Chance Projects initiated under P.L. 90-538. Gives unique features of some of the projects. Section on "Parent Involvement" has a good overview of theory and programs which include parents.

☐ Educator's Index of Free Materials, Charles R. Duvall editor. Educators Progress Service, Inc., Randolph, WI. Revised annually.
--Subject area listing of free materials from assorted agencies.

☐ Faye, Eleanor, The Low Vision Patient. Grune and Stratton, New York. 1970.
--Talks about subnormal vision, visual acuity and low vision aids. Discusses more common eye conditions and their effects. Fairly technical language, but informative.

☐ First Chance Products: A Catalog of Instructional and Evaluative Materials. Technical Assistance Development System, Chapel Hill, NC 1974.
--A listing of products developed by federally-funded early childhood programs for the handicapped.

☐ Fraiberg, Selma, Insights from the Blind: Comparative Studies of Blind and Sighted Infants. Basic Books, Inc., New York. 1977.
--Compares the development of blind and sighted infants.

☐ Free and Inexpensive Learning Materials, Normal R. Moore, editor. George Peabody College for Teachers, Nashville, TN. Biennial.
--Over 3,000 instructional aids classified under 82 subject headings which parallel subject fields in elementary and secondary schools. Gives basic information about each aid.

☐ Gordon, Sol, Living Fully: A Guide for Young People with a Handicap, Their Parents, Thier Teachers and Professionals. John Day Co., New York. 1975.

☐ Halliday, Carole, The Visually Impaired Child: Growth, Learning and Development, Infancy to School Age. American Printing House for the Blind, Louisville, KY.

☐ Hunter, Lyman R., et al., A Teacher's Thumbnail Guide to Standardized Tests in Early Childhood Special Education. Outreach Project, Austin Early Childhood Special Education, Austin Independent School District, Austin, TX. 1977.
--"A short, ready source of information about the process and problems of assessment...Formal test instruments frequently used in the assessment process are listed by category, including a detailed discussion of the test."

☐ Lowenfeld, Berthold, Our Blind Children. Charles C. Thomas, Publisher, Springfield, IL. 1977.
--Ways in which parents can help blind children develop into "self-confident, independent and useful adults."

☐ Mather, June, Make the Most of Your Baby. National Association for Retarded Citizens, Arlington, TX. 1974.
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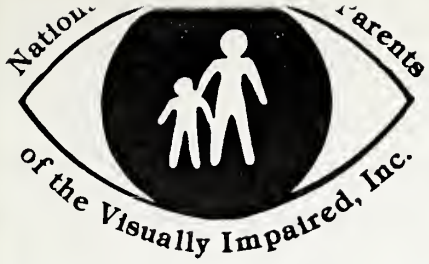

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Dear Friends:

NAPVI Inc. is proud to extend this publication to you.

It is our hope that A GUIDE TO LIBRARY RESOURCES FOR TEACHERS OF THE VISUALLY IMPAIRED is a worthwhile and useful contribution to the field. It is offered with the knowledge that some will find it more useful than others according to the familiarity and frequency of use they already have with the materials and resources listed within the book.

A resource work of this type never remains static. We invite you to take a few minutes to fill out the questionnaire at the bottom and return it to us (NAPVI, P.O. Box 180806, Austin, Texas 78718) so that we may incorporate your suggestions into the next revision of the Guide. We sincerely appreciate your constructive comments and will use them in making this an even greater tool in the future.

Sincerely,

Lee W. Robinson
NAPVI Executive Director

Reader's Name_____
Street Address_____
City, State,Zip_____
Position_____
Agency_____

(Please feel free to disregard signing your name and agency if you wish. However, such information does help in the assessment.)

1. Do you know of material we missed?_____

2. Is this a useful format to you?_____

3. If you were compiling this book, how would you change it?_____

4. Additional Comments?_____

National Association for Parents
of the Visually Impaired

PARENTS to the RESCUE

LEE W. ROBINSON

PARENTS TO THE RESCUE

RE-DEFINING ROLES IN EDUCATION

FOR THE VISUALLY HANDICAPPED

by

Lee W. Robinson

NATIONAL ASSOCIATION FOR PARENTS
OF THE VISUALLY IMPAIRED, INC.
2011 HARDY CIRCLE, AUSTIN, TX 78757

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of the Visually Impaired, Inc.

Cover art by Robin Crow, Austin, Texas

THE PARENTAL ROLE

Discussion of the role of parents in setting policies for education of the visually handicapped is particularly relevant at the beginning of the 1980's. During the past decade parents of handicapped children have felt that changes in educational practices and procedures for exceptional children are needed and have made these changes effectual through legislative and court action. Perhaps the most significant aspect of these changes is the demand for increased participation by parents in deciding what the educational programs shall be and for increased accountability in implementing the programs. These demands are alarming to parents and educators alike because they ask both groups to change and to accept new roles not clearly defined. Because of the commitment of both parents and educators to improve life for children, there is every reason to believe the change will be positive.

Some perspectives from the past and a glimpse into the future may provide some guidelines that will foster a natural alliance between parents and educators. If educators can understand the needs of parents who have handicapped children, perhaps they will be willing to spend the time and resources to meet parental needs. In return, parents will become a most valuable resource by improving the learning environment and by placing educators in higher esteem, hence bringing higher financial priority to

and sometimes not so subtle, hints to change the program. If the teacher had the respect of the community, payment came in the form of tender victuals; if not, tough rooster may have appeared or the teacher was asked to leave.

Today, this conference commemorates another example of parents who were determined not to accept the most available solution (an asylum) to educate their daughter; parents who searched for a teacher they felt would accomplish what they wanted and then committed the resources necessary.

The Kellers, like all parents, had goals and expectations for their children. Helen's handicap did not change their feelings about what they wanted. As they looked for quality in programs for the handicapped, they found it lacking and so began to explore other alternatives. Ann Sullivan brought the quality and goals to Helen's education which the parents sought. In return, and after they were convinced that the programming met the need, the Kellers placed resources and control of their child in the hands of the educator.

BETWEEN PARENT AND EDUCATOR

The conclusion which may be reached from past experience is that there is a formula-like relationship between parents and educators. This formula states that if parents feel able to set the goals and are assured of quality programs, then they will support and participate in the

educational process. If either of these components is missing, then parents will not only fail to participate but may become counter-productive to the process. Lack of participation is not an attempt to injure but to gain the missing component. Parents have always been successful in their attempts, in the long run, because of the vital role that they play in any educational process. A correlary to this statement is: with parental support there can be success; without parental support there cannot be maximum success.

THE MOST CRITICAL ISSUE

'Mainstreaming' and 'Least Restrictive Environment', as interpreted from P.L. 94-142, seem to be the most critical issues being raised for all handicapped children, but they have been, in fact, practiced in the field of vision for many years. The following statement by Samuel Gridley Howe captures much of the sentiment about normalcy in education for visually impaired children.

> "...with a view of lessening all differences between blind and seeing children, I would have the blind attend the common schools in all cases where it is feasible. Depend upon it, one of the future reforms in the education of the blind will be to send blind children to the common schools, to be taught with common children in all those branches not absolutely requiring visible illustrations as

spelling, pronunciation, grammar, arithmetic, vocal music, and the like. We shall avail ourselves of the special institutions less and the common schools more." (Irwin 1955).

Dr. Howe's remarks in 1871 indicate goals for education for the blind which are very similar to those being expressed today. One perhaps should ask what progress has been made toward these objectives: Are blind children educated along with the sighted? Do we create equal social opportunities? Perhaps the parents of handicapped children, including parents of the the blind and visually impaired, are asking why we have not moved more rapidly toward these goals. The above quotation probably is an adequate statement describing what parents want as well as what educators would like to see happen. If we are all agreed, then why the need for legislation and court actions? and why all the present discussion and flurry of effort directed at increasing parent involvement? Let us turn our attention to the present to see what the problems are according to parents. Assessing the situation is NOT easy.

ASSESSING PARENTAL EFFECTIVENESS

Even though parents of visually handicapped children have special needs because of the effect that a visually handicapped child may have on the parent-child interaction, little objective evidence is available to

suggest that these needs are being met to any large degree. As parental needs are better recognized to be an important part of the relationship between parents, their handicapped children and the educational system, the need for tools and processes to assess these needs and to measure the effectiveness of parent education programs is more and more evident.

The available methods of assessment consist of questionnaire techniques of the most elementary kind. Most appear to be chiefly concerned with parent satisfaction with the services their children receive and do not address the needs of parents at all. Because of the parental fear of losing programs, and of straining personal relationships with professionals, these attempts at program evaluation are heavily biased in favor of the programs. In addition, the instruments lack objectivity, do not reflect change and in short seem used, if at all, solely because of the present legal requirement for funding which require some attention to the need for parents to select the goals of the program through participation on advisory boards, and act as a quality control by participation in the Individual Education Plan (IEP) process. Because of the lack of convincing evidence that parent education efforts are effective, programs for both parents and children are always subject to criticism and in jeopardy of losing their funding.

What areas need to be assessed then

to determine what parents want to have happen for their children, and what procedures stand in the way of parents and educators working in an alliance rather than the adversarial relationship much in evidence at the present time? Some of the problems encountered in developing of a parent-school partnership have been revealed in a review of the HEW Inspector General's report. The minutes from a June, 1979, meeting at HEW included parent testimony on the implementation of P.L. 94-142 and an interview with Barbara Shibler, associate director of CLOSER LOOK, a federally-funded parent information center. The report shows that stumbling blocks to the development of a parent-school partnership include the following:

1. Uncertainty regarding the role of the parent in the IEP meeting exists.

2. There is a need to train IEP meeting participants for their roles, especially parents.

3. A 'token' level of involvement in many areas of the country is restricting the parent contribution to signatures on the required forms, probably resulting from compliance anxiety on the part of schools.

4. A lack of information

dissemination to parents of their legal rights and responsibilities exists at the local level.

5. Apparent apathy and lack of participation, particularly in secondary IEP writing, is reported.

6. Parental intimidation caused by fear of reprisal against their child influences participation.

7. Parental feelings of personal adequacy in dealing with the complexity of special education or their child's handicapping condition creates problems.

8. Scheduling of IEP conferences during working hours makes working-parent attendance difficult. (Inspector General 1979)

The needs which emerged from these hearings are very much a part of education for the visually impaired and blind children in both residential and day-school settings and at all age levels. They seem in fact to reflect nationwide needs and point to future activities for educators. Examples of activities might be to invent new ways of scheduling for IEP conferences in residential programs and/or to improve

the self concepts of parents so that they no longer feel inadequate when dealing with the complexities of special education. These activities put new responsibilities on the shoulders of the educators.

These new responsibilities are of concern to school personnel. The sentiment is "Now the parents run the schools. We are so tied up with regulations and paperwork that we can't teach. Parents don't know what their children need anyway." Of course, these are always oral statements when 'non-militant' parents are absent. The sentiment, however, is rampant. Parents need to realize that much of the frustration experienced by educators is the result of real problems. Sometimes their requests are unreasonable. The level of funding is too low to support programs that are truly appropriate, etc. However, educators need to recognize that their purpose is to serve the parents, not perpetuate the system.

Education also has not done an adequate job of involving parents in the past; otherwise, there would be no need for P.L. 94-142 and Section 504. In short, parents have a right to receive help in overcoming the problems listed earlier and educators and other professionals have a responsibility to provide whatever help is possible.

Educators should support these efforts--and not just for legal reasons. Aiding the parent makes sound educational

sense. Dr. Lowenfeld, at the Sixth International Seminar on Preschool Blind Children, has stated:

> "...Let me say, and stress, that when we want to help children we must try to help the parents. And, our help must be based on an understanding of the parents. This understanding of the parents' needs means not only an intellectual understanding, but I think it needs empathy with the parents. We must feel with them, we must be able to put ourselves into their position and see the child through their eyes; and, by eyes, I don't mean only the visual approach, but I mean the total experiential life situation, as they are faced with it." (Lowenfeld 1980)

While this address was made to a group primarily concerned with education of preschool children, it is equally true for parents who have a visually handicapped child of any age.

PARENT AWARENESS

Parents too have to change their activities. They need, above all, to inform themselves about the continuum of service possibilities. A parent who enters an IEP meeting uninformed about good educational practices is like an aborigines who is asked to choose a

goals, and are persistent. Parents will be just as successful if they will utilize the same tactics. Seven steps might serve as guidelines.

1. Organize into a group that has a defined goal.

2. Gather information about the scope, resources and present situation.

3. Develop priorities so that if resources will not meet all needs, the most important will be addressed first.

4. Outline or define a program proposal.

5. Explore optional solutions to be sure that the program outlined is the most desirable.

6. Present the best solution.

7. Follow through to see that the program is successfully implemented.

Using the above guidelines to their fullest, parents can rescue special education for the visually impaired at a time when the economic and social conditions threaten substantial reductions in human services. Parents must take responsibility to see that

resources are allocated for these purposes. Administrators and other professionals, because of their occupational placement, are suspected of self interest by the funding bodies, and cannot be as effective as well-organized parent groups.

Educators must cooperate in these efforts by providing parents with accurate information about alternative programming, numbers of children and cost of services. This should be a proactive rather than reactive effort on the part of educators.

> "...Once upon a time there was a king, maybe we could say he was a king, even though he was only a small boy - who can say which is more the monarch, a small boy who feels like a king, or a king who feels like a small boy. Our miniature monarch had just been enthroned by finding a nickel. As he dreamed about all it would buy, he was truly king of the realm. One could hardly say that he was just hopping and skipping toward the candy store, for he most certainly was bounding along on his favorite charger.
>
> Everything was in regal order. No conspirators were attempting to usurp his throne, and the tax collectors were functioning well. It was plain to see that this king had all the pleasures and none of

MORAL:

"It may be that many of us approach our schools as a kid does a candy store. Perhaps we dream about all the goods possible for our children rather than make decision about which particular good we want to buy with our nickel. If this is true, it seems clear enough that we are going to have to think our way to some definite decision and take specific actions or find our nickel swallowed-up without our getting what we want."

Contrary to the fantasy in which we all indulge, realizations of dreams are made by correct choices rather than chance. The dream of parents and educators working successfully together with adequate resources to provide appropriate services to visually handicapped and blind children is no exception. To realize that dream for the future, each parent must make the choice to become an effective, informed case manager for the child and a peristent well organized advocate for services. Each educator must recognize the legitimate role of parents to set goals for education and control the quality. Educators must also be willing to share their professional expertise and information with parents. If these choices are made by each parent and each educator, then the collective voice will set the direction, improve the quality, and provide the resources for appropriate education to the end that visually

handicapped and blind children will have equal opportunity with all others for meeting their highest potential.

NOTE: The above address was delivered at the Helen Keller Centennial Congress held in Boston, Massachussetts in June 1980.

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National Association for Parents
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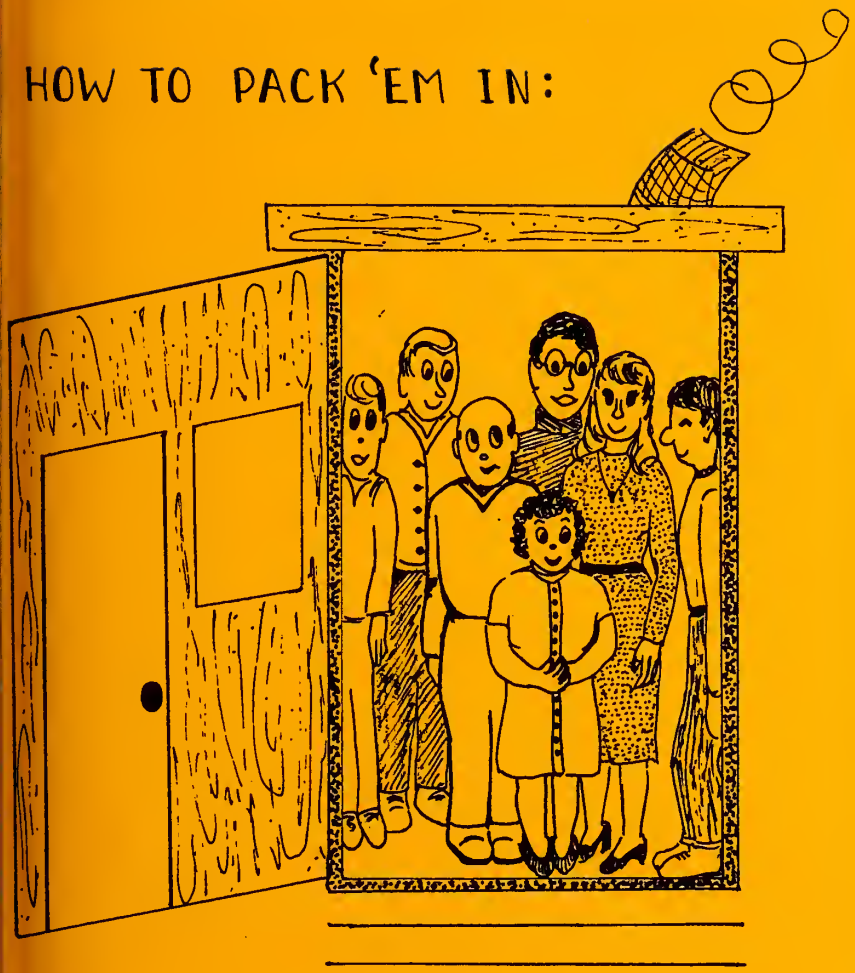
HOW TO PACK 'EM IN:



A GUIDE TO PLANNING WORKSHOPS

Written By: Linda Katskee & Fay Corey

Illustrated By: Verla Lewis

HOW TO PACK 'EM IN:

A GUIDE FOR PLANNING

WORKSHOPS

by

LINDA KATSKEE

and

FAY COREY

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HOW TO PACK 'EM IN:

A GUIDE FOR PLANNING

WORKSHOPS

The prospect of planning a meeting for parents and others interested in the visually impaired can be overwhelming at first.

The National Association for Parents of the Visually Impaired, Inc. (NAPVI) hopes to minimize this task for you by providing you with this booklet prepared for you by individuals who have been in this same situation.

Some of the suggestions will help you while others will not apply to your type of workshop, your target audience or your geographic area.

This brochure will continue in outline form to best acquaint you with our suggestions for a successful workshop.

I. DATES - One of the first things

you must do is to select a date for your workshop. Here are some things to keep in mind as you search the calendar:

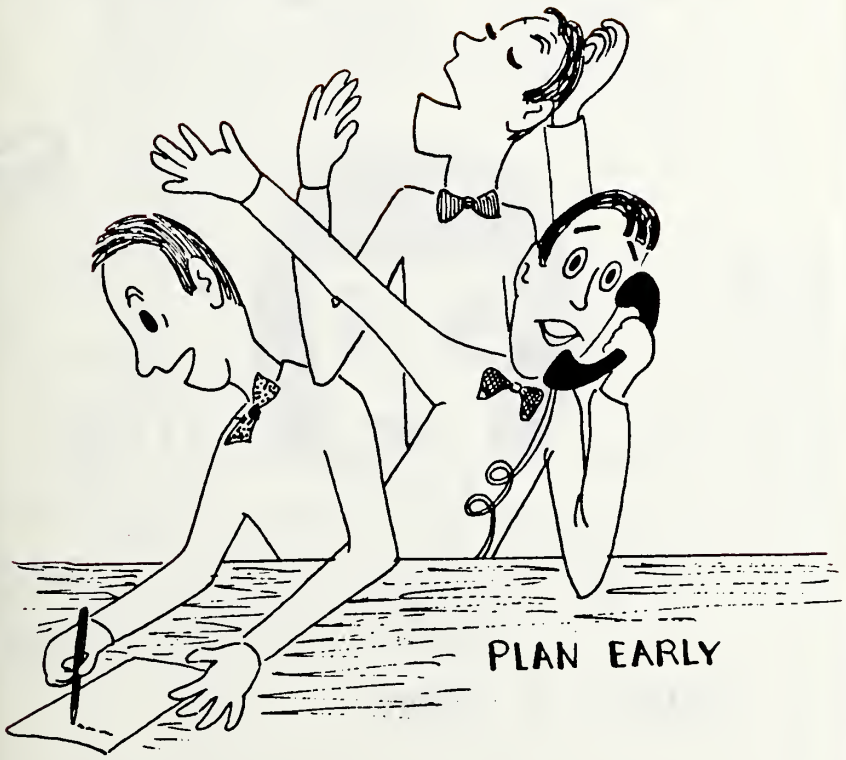
A. Decide on the length of workshop - one day; one day and one evening; two days; two days and one evening.

B. Do not select a date on or near a holiday. These also include such days as Valentine's Day, Mother's Day.

C. Avoid double scheduling with upcoming state and local functions such as sports, professional conferences civic, local school and college events, which may attract your target audience.

D. Decide whether you and your audience would prefer a weekday or weekend meeting.

E. Also consider your geographical location and possible weather conditions for your projected dates. Winter


PLAN EARLY

SELECT A DATE

ice and snow storms can be very unpredictable and frustrating to everyone involved with the meeting. A "rain-out" telephone number belonging to someone knowledgeable about the meeting particulars placed conspicuously on the advertising you send out might be advisable if you feel your workshop plans are "chancey."

F. The beginning and ending of the school year are extremely busy times. Your projected audience may be less likely to attend your workshop when faced with an important family occassion.

The little time you spend researching dates with a calendar could be the most important step in preparing for your workshop.

II. MEETING PLACE - When initiating this phase of your plan, check into all available meeting-place arrangements in your area, including

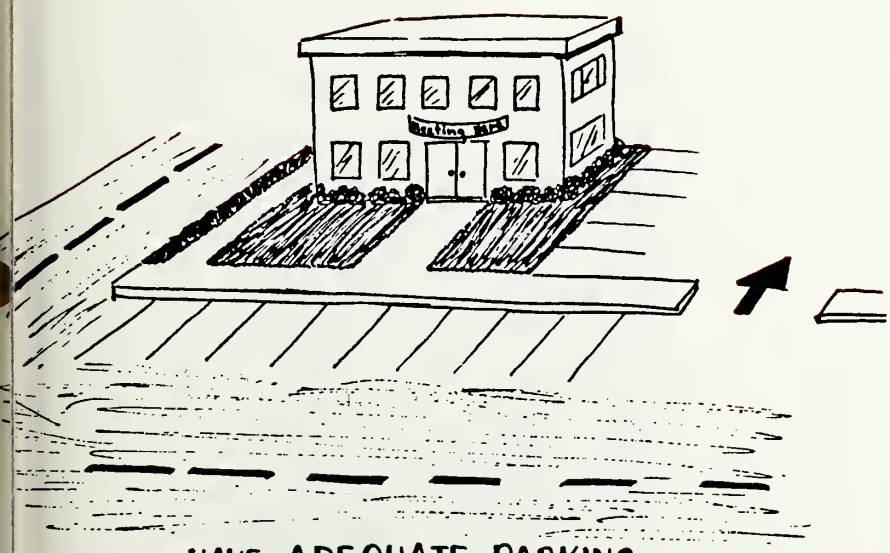
hotels, motels, schools, churches, banks, corporate offices and civic halls. (Although the rooms you see in your initial search might not be suitable for the meeting you are planning now, they may be ideal for some future event.) Following are some things to keep in mind when choosing a location:

A. Find a location central to those attending your workshop.

B. Your meeting place should be easily accessible with ample parking available. Directions for your location should be easy to follow.

C. Find a "host" who is easy to work with when you look for a meeting place. The more flexible he/she is the easier it will be for you.

D. If you are planning a two-day workshop at a hotel/motel, ask if the facility offers reservation cards to be mailed along with the workshop information. These cards can be mailed directly to the hotel/motel which will



HAVE ADEQUATE PARKING

alleviate extra work for you.

E. When you do go shopping for hotel/motel convention sites, find out the going rates in your area and choose wisely. This includes not only sleeping rooms but also meeting room rentals.

F. A hotel meeting room can be either rented or it may be provided "free" if a certain amount of sleeping rooms are reserved or luncheon reservations are guaranteed.

G. If a luncheon or some other meal is to be provided during your workshop, check on available restaurants and cafeterias close by your meeting place. Arrangement with those of your choice will need to be made well in advance of your meeting. Also, meal prices set by the restaurant will determine the amount assessed in your registration fee. Less costly options would be a potluck meal provided by those attending who live in the area or a

catered meal by an area fast food restaurant.

H. If you wish to provide coffee, tea, soft drinks, etc. during your workshop, you will need to check on sources for supply and the resulting expense involved.

I. If your meeting is held at a hotel/motel, you should check on the availability of courtesy cars. This service saves travel time for participants and confusion and frustration on your part.

J. Most hotel/motels require advance reservations. If so include this information in workshop notices. Set up a system that will alleviate confusion about hotel/motel, workshop and meal reservations.

K. It is sometimes difficult to project an approximate number of persons who will attend the meeting, but this is a crucial point to consider. Most arrangements are made on the basis of such estimates. Be realistic!!

L Babysitting facilities can sometimes be a real drawing point to parents. If you decide to include this in your services, consider these points: competent babysitters, toys and games, food and refreshments, facilities, and sleeping areas. It is important to know in advance how many children will be attending, as well as special requirements which may be necessary for their care.

III. THEME - When choosing a theme for your workshop, select one that does not limit your topics. A broad base is much easier to work from than a very limited one.

A. Consider important issues your projected audience is facing, such as "education," "legislation" or "local strengths and weaknesses."

B. NAPVI can provide names of speakers on various topics and from your geographical area. This is available from the NAPVI/National office.

KNOW IN ADVANCE HOW MANY CHILDREN WILL BE ATTENDING

IV. FINANCE/FINANCIAL ASSISTANCE - Finances are important to consider prior to establishing your registration fees. Following is a list of budgetary considerations:

A Honorariums - Many speakers ask a stipulated amount for their services. It is important that both you and the speaker understand the amount involved before the meeting.

B. Speakers' expenses, including:

1. Travel costs (plane fare, mileage, taxi etc.).

2. Lodging, meals and tips.

C. Have a prepared expense voucher ready to give to those whose expenses will be paid for by your workshop sponsors before the workshop begins.

D. Postage - Special non-profit mail rates are available if you qualify. You must go through the

procedure of obtaining 501 (c) (3) status from the Internal Revenue Service and make application to the local postmaster. NAPVI/National is available to help in this mass mailing area. At first class rates, sending meeting notices by mail could prove costly, if not prohibitive.

E. Babysitters.

F. Printing - Programs, agendas, pre-registration forms all cost money to duplicate in quantity. Perhaps a local printer would consider this as an opportunity for a tax "write-off"

G. Other assistance can be located through contacts made to local foundations, organizations, large businesses and corporations, service groups and/or individuals.

H. State and Federal Monies

1. Contact your local or state special education departments.

2. Search for

"flow-through" federal funds, but remember that time is needed to process such requests. Check with State Departments of Education as this is money that comes from federal allotments to local and state education agencies. Be prepared to complete appropriate proposal procedures.

I. Local parent groups, fraternal organizations or consumer groups may wish to give assistance in other than monetary ways. They may be willing to donate refreshments, materials, etc. Also, volunteers may mean more to you than money!

V. SPEAKERS - They will set the tone of your workshop and create the lasting impression carried away by the audience. Some suggestions in selecting speakers are:

A. Consider your projected audience. Will it include or be limited to parents, educators, students, consumers or a mixture of all of these?

B. Try to involve those who support the interests of

VOLUNTEER HELP
MAY NOT BE
MONETARY

your group.

C. Decide if you want controversial topics.

D. After contacting your speakers, send a follow-up letter outlining such things as theme, date, time, place, projected audience, agenda, and arrangements for transportation and reimbursements. A confirmation letter can be mailed at this same time. It is important to determine if your speaker will need any type of audio-visual equipment, special arrangement of tables, or displays. Also, request a copy of the speaker's resume for use during introductions.

E. NAPVI will assist in any way if contacted for suggestions.

F. Appoint someone to act as the welcoming committee to the speakers. This important committee's function throughout the entire workshop will be to provide assistance and information to the speakers you have chosen.

SPEAKERS
LEAVE A
LASTING IMPRESSION
ON THE AUDIENCE

Please choose this committee carefully, as a contented speaker often generates much enthusiasm.

VI. DISPLAYS - An added attraction to your workshop can be provided by numerous displays. These can be provided by state services, school systems, consumer groups, as well as by your speakers. These displays add to your theme, provide information on area facilities and equipment, make known new equipment and techniques, and provide an excellent informal question and answer period.

VII. AGENDA - Your "road map" to a successful meeting. Here are some suggestions:

A. Some timeframes in scheduling NAPVI has found beneficial are:

1. Planning one to one and a half hour sessions;

2. Allowing fifteen minute breaks between sessions;

3. Devoting two hours to the lunch breaks;

4. Allowing for one-hour registration prior to opening the session; and

5. Scheduling the keynote address the evening before your general workshop session begins.

B. Choose a moderator who will stimulate interest in your session. This should be a person with whom you feel comfortable because much of the responsibility for a smooth and efficiently run program can be placed on this person.

C. When arranging your agenda, remember these suggestions:

1. Choose a dynamic speaker to open your workshop.

2. Choose an interesting topic after the lunch break.

3. A panel or small-group discussion can be an interesting ending to your workshop.

VIII. FEES - Deciding how much to charge each individual for registration is often an important consideration when you plan a meeting.

A Insight into workshop expenses is a major consideration when setting registration fees. It is important to research other workshop registration fees in your area, taking into consideration your target audience. If the fee is set too high, you will scare off those who may benefit most from the workshop.

B. As you set registration fees, consider what other expenses your participants will have: traveling, overnight expenses, meals, babysitting, and time-off from work.

C. When setting your fee, audit your expenses, both accrued and future estimates. (see finance section) If you are receiving financial assistance, any possible reduction of cost should

Postage marches out in a hurry.

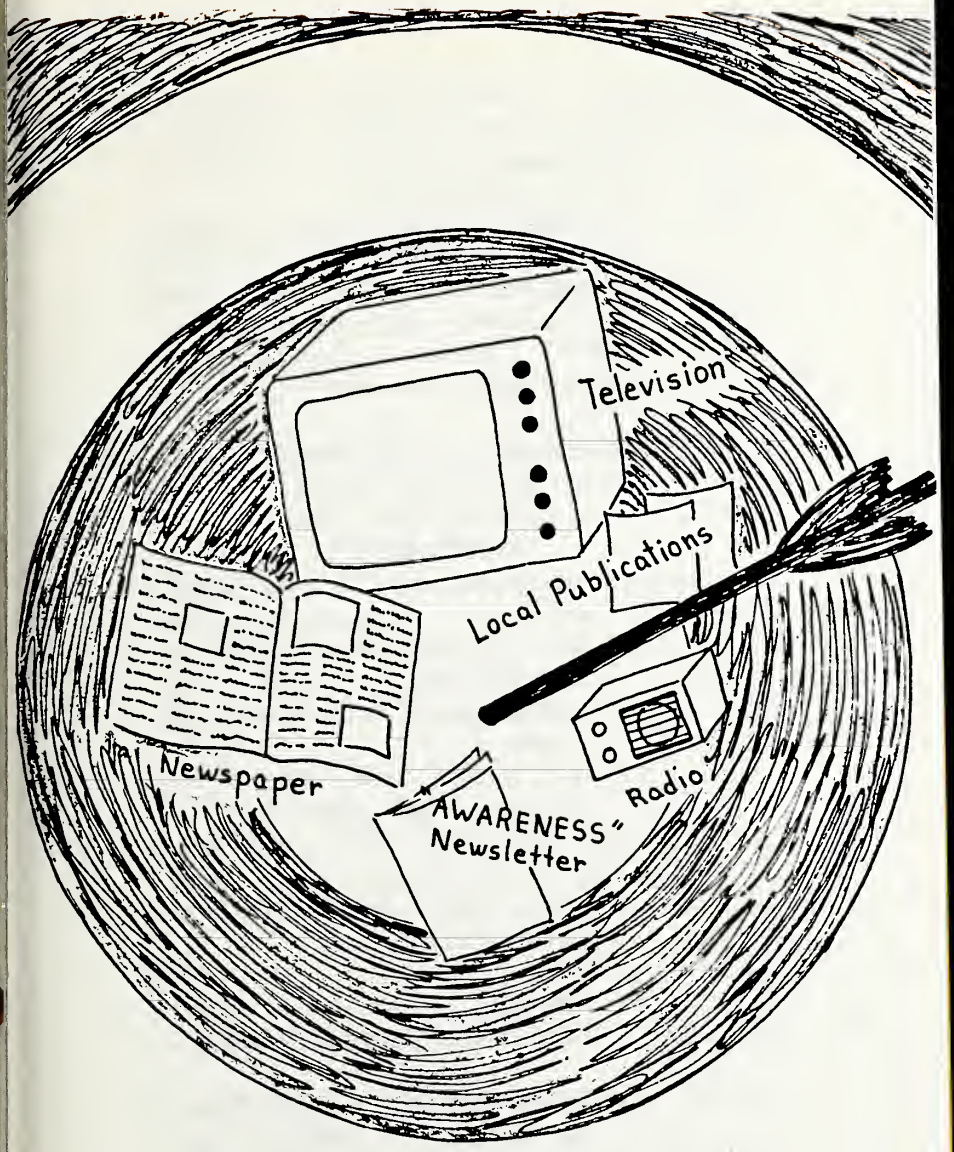
be passed on to your audience in reduced registration fees and proper recognition given the funding source.

IX. NOTICES AND PUBLICITY - How do you reach your target audience with the information that a meeting has been planned just for them. Here are some considerations:

A. The first notice of your workshop should be mailed to the target audience two to three months prior to the meeting date.

B. The second notice should be mailed one month prior to your workshop. With this mailing more information can be included such as speakers, agenda, registration cards, fees, and services provided.

C. Almost all state agencies are bound to protect the privacy of their clients, so they cannot provide mailing lists. However, it is possible for them to distribute your information.



TARGET YOUR SOURCES
FOR PUBLICITY

D. By order of the Board of Directors, NAPVI's mailing list is also confidential. NAPVI/National will help member affiliates and groups advertise and distribute information on the same basis as mentioned above.

E. Sources of publicity for your workshop are:

1. "AWARENESS" NAPVI's newsletter. (as with all publications notice will have to be submitted well in advance of the meeting time.)

2. NAPVI can provide a list of other publications you may wish to contact for publicity.

3. Local, state and regional publications.

4. Television, radio, and newspapers should be contacted early and then contacted again one week prior to the workshop.

5. For special events of

regional or national interest contact Associated Press and United Press International wire service with a prepared news release.

Most newspapers are willing to devote space to meeting announcements. Often these brief notices appeal to city editors looking for "human interest" angles to cover for upcoming editions. When you submit a news item, you must sign your name so they can verify the information. Also, include your address and phone number. You can obtain a list of local newspapers from your state press association.

X. FINAL ARRANGEMENTS - Here are a few things to check just before your meeting:

A. Have you discussed your final arrangements with facility personnel?

B. These arrangements include:

1. Tables for displays, registration, etc.

2. Public address system.

3. Seating arrangements.

a. Speaker's table and podium.

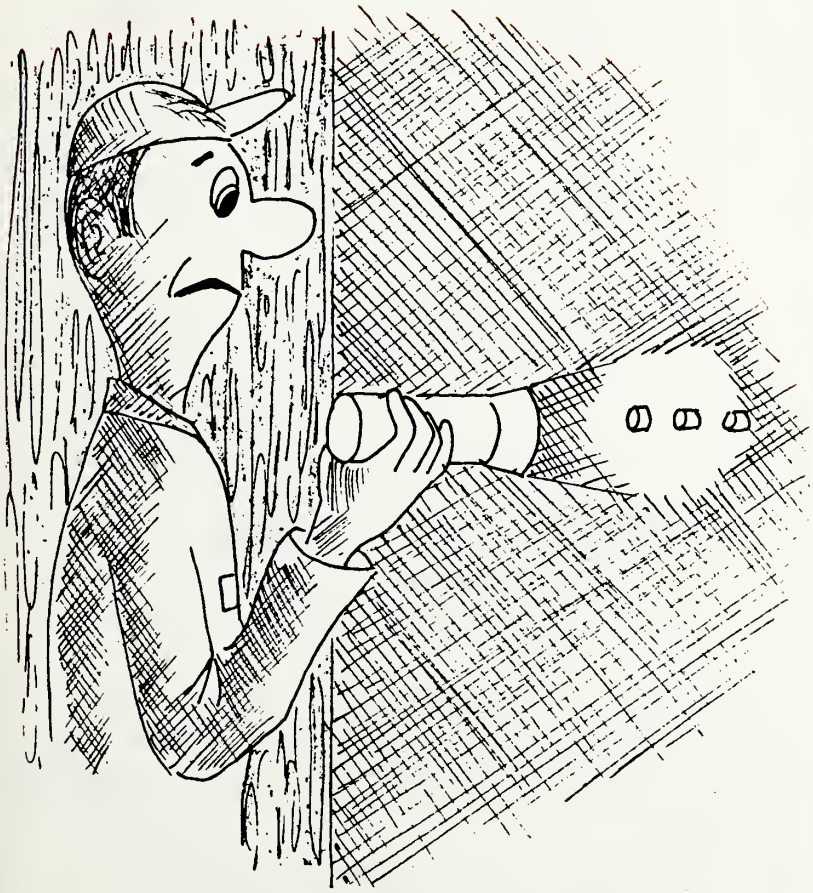
b. Audience - chairs vs. tables

4. Water for speakers.

5. Audio-visual equipment.

6. Luncheon and refreshments.

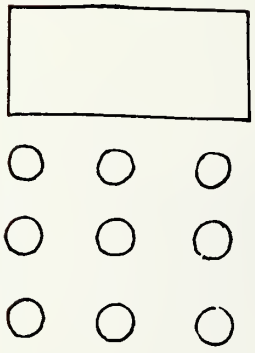
7. Approximate registration number.



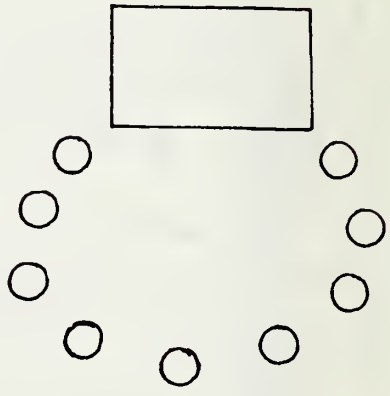
MAKE A FINAL CHECK OF FACILITIES

SEATING ARRANGEMENTS

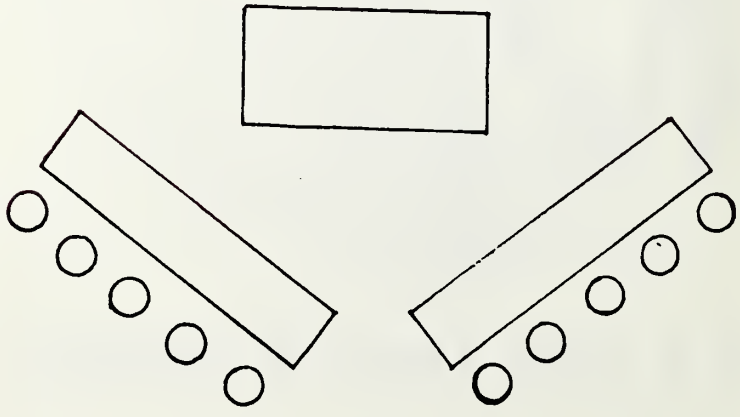
FORMAL



INFORMAL



"HANDS ON" WORK SESSION



XI. PROGRAMS - This is usually one of the last items to be taken care of before a meeting. Here are some suggestions:

A. The programs should be prepared and printed approximately one to two weeks prior to the workshop. Of course, this needs to be arranged with your printer. Ask to see a proof before final printing.

B. Give recognition to all sponsors and donors.

C. NAPVI's logo can be used by affiliate groups - contact NAPVI's national office for assistance.

D. Check with area technical schools and universities, as well as local printers. (Cost of printing can vary a great deal, so shop around.)

XII. DOWN TO THE LAST LIST - Following are some items you should remember:

A. Directional posters.

B. Name tags - Check with your local

chamber of commerce.

C. Assign volunteers for registration and other committees.

D. Membership table (NAPVI will furnish membership applications and other information.)

E. Audio-visual aids, etc. (Make sure that the equipment works and someone knows how to operate it.)

F. Tape, thumb tacks, paper, markers, pens, etc.

G. Registration sheets - All those who attend should give name and address which can be used for further contacts.

H. Luncheon tickets.

I. Extension cords.

We hope these suggestions will help you in making arrangements and organizing your workshop. You and your committees may find that some suggestions will be helpful while others will not.

National Association for Parents
of the Visually Impaired, Inc.

YOUR CHILD'S

IN FORMATION JOURNAL

YOUR CHILD'S

IN FORM ATION JOURNAL

YOUR CHILD'S IN FORMATION JOURNAL

As parents of a visually impaired child, you have the responsibility of monitoring development and care. You should be aware of your child's needs so that you can be sure they are being properly met. Your child cannot determine whether he is getting appropriate treatment from the teachers and therapists he/she sees, and it is up to you, as his parent(s), to take charge.

To do this effectively, you will need to keep careful records of your child's development and treatment program. As you contact various professionals over a period of time, you will need to provide them with information about your child's developmental history, so that they can do their best to help her/him. To insure that you don't forget any of this information, it is essential that you write down what happens to your child at each step in development, treatment and education.

How do you know what types of information to include? This workbook has forms to help you keep careful track of your child's progress. If you use these forms, you will always have the necessary information at your fingertips. It will save time and expense as you contact the various people who can help your child.

This workbook contains forms for recording certain personal information. At some point you will find that ready access to this information will be important. However, these forms are specifically intended for your own use, and the information you write is for your eyes alone. You will decide when and if it is appropriate to share your records with professional service people. No one need ever see what you have written unless you decide to show it to him.

The first six sections are for recording background information, and these should be filled out before you begin seeking professional help for your child. The forms in each section are long and detailed, so fill them out when you have plenty of time. Once you have completed them, simply take the workbook with you when you visit professionals. By referring to what you've written on these forms, you will be able to supply professionals with the background information they need about your child.

The next two sections (Education Evaluation Summary and Special Services Information) are for you to use after a visit with a professional who is testing or treating your child. Use these forms to write down your impressions of what happened during the session, and to note any information about the visit that you will need for future reference. Try to fill out these forms immediately after a visit so that you will not forget any details. Since your child will probably see a number of different professionals at one time or another, you will need more than one copy of these last two forms. For your convenience, extra copies are included in this workbook, and you can make additional copies on a copy machine at your local library or post office. (Always keep at least one blank copy.) Keep extra copies of these forms in your workbook so that you will always have them at hand.

Remember that the effort you put into keeping careful records of your visually impaired child is an important part of insuring that he receives all the special care she/he deserves. You are the one who knows your child best and the only person(s) who know some things. Careful and complete records will support your requests for special services, and will keep professionals aware of changes in your child's condition as he grows and develops.

This workbook is designed to fit in a three ring binder so that other information can be added. Choose a binder that you like best. We hope this helps you get the best services for your child.

CONTENTS

Section 1: Identification Information

Section 2: Birth History

Section 3: Developmental History

Section 4: Medical History

Section 5: Family Background

Section 6: Educational History

Section 7: Education Evaluation Summary

Section 8: Special Services Information

Section 9: Additional Reports and Records

IDENTIFYING INFORMATION

In this section, write basic background information concerning your family and your visually impaired child.

IDENTIFYING INFORMATION

Full name of child: _____ Date of Birth: _____

Address: _____ Home Phone: _____

_____

School: _____ Grade: _____

School Address: _____

Full name of mother: _____ Date of Birth: _____

Mother's religious preference: _____

Full name of father: _____ Date of Birth: _____

Father's religious preference: _____

Mother's occupation: _____ Business telephone: _____

Father's occupation: _____ Business telephone: _____

Siblings:

	NAME	BIRTHDATE	GRADE IN SCHOOL	LIVING AT HOME?
1.				
2.				
3.				
4.				

Other Persons in home:

	NAME	AGE	HEALTH	RELATIONSHIP
1.				
2.				
3.				
4.				

IDENTIFYING INFORMATION

Contact in absence of parents in case of emergency:

Name: _____

Address: _____ Phone: _____

_____

Relationship: _____

Hospital to be used for emergency: _____

Health and Accident Insurance Information:

NAME	POLICY #	DATE ISSUED	COMPANY	TYPE OF COVERAGE

BIRTH HISTORY

In this section, write details relating to your visually impaired child's birth and his/her early medical history.

BIRTH HISTORY

Background Information

Mother's age at birth of child: _____

Blood types: Mother _____ Father _____ Child _____

PKU test: Mother _____ Father _____ Child _____

Previous pregnancies: _____ Subsequent pregnancies: _____

Number of miscarriages: _____

This Pregnancy

Length of Pregnancy: _____ Hospital: _____

What medications did you receive? _____

_____

Any vaginal bleeding? _____ How long? _____

During this pregnancy, did you experience:

Spotting	_____	Diarrhea	_____	Illnesses	_____
Exposure to X-ray	_____	Surgery	_____	Exposure to contagious	
Rashes	_____	Excessive vomiting	_____	diseases	_____
High temperature	_____	False labor	_____		

Comments on above: _____

_____

_____

_____

Did your doctor note:

High blood pressure? _____ Medication received (type) _____

Convulsions? _____ Medication received (type) _____

Fluid retention? _____ Medication received (type) _____

BIRTH HISTORY

Did you have any serious accidents during pregnancy? _____

Please explain. _____

_____

Birth Information

Birth weight: _____ Length: _____

Duration of labor: _____ Type of delivery: _____

Anesthesia used? _____

Any labor complications? _____

Any transfusion given? _____ Mother _____ Child _____

Did mother hear baby cry soon after birth? _____

Did baby require resuscitation? _____

Was baby in an incubator? _____ How long? _____

Did the doctor tell you why? _____

Postnatal Information

Length of hospital stay: Mother _____ Child _____

Mother's postnatal health: _____

Did the baby seem to tremble or shake? _____

Any convulsions? _____ When? _____

Any evidence of jaundice? _____ If so, when was it evident? _____

How long did it last? _____

Any scars, deformities noted? _____

Was baby breast fed? _____ For how long? _____

Any problem sucking? _____ Chewing? _____ Swallowing? _____

BIRTH HISTORY

Feeding problems: _____

_____

Any drug sensitivity? _____

_____

Allergies: _____

_____

DEVELOPMENTAL HISTORY

This section follows all aspects of your visually impaired child's development during infancy and early years of childhood.

DEVELOPMENTAL HISTORY

Feeding history: _____

_____

_____

Sleep history: _____

_____

_____

Note age at which your child accomplished the following:

1. Hold head up _____
2. Smile _____
3. Roll over _____
4. Sit up alone _____
5. Crawl _____
6. Stand alone _____
7. Walk alone _____
8. First tooth _____
9. First word _____
10. Put words together _____

    Put phrases together _____

    Put sentences together _____

11. Drink from glass or cup _____
12. Eat solid food with fingers _____
13. Use a spoon _____
14. Indicate need to use toilet _____
15. Toilet trained – bladder _____

    Toilet trained – bowel _____
16. Complete care of self at toilet _____
17. Dress himself _____
18. Wash himself _____

Date of last bedwetting: _____

Is bedwetting a problem? _____

_____

_____

DEVELOPMENTAL HISTORY

Present functioning:

Ambulation (crawl, walk, run, hop, skip, climb, use a tricycle): _____

_____

_____

_____

Manipulative ability (grasp, hold, lift, carry, release, push, pull): _____

_____

_____

_____

Any separations from family? _____

When? _____

Reasons: _____

_____

_____

Does child have any unreasonable fears or worries? _____

Describe. _____

_____

_____

Temper tantrums? _____ At what age? _____

List any undesirable habits (biting fingernails, etc.): _____

_____

_____

DEVELOPMENTAL HISTORY

Describe any traumatic or unusual experiences. _____

_____

_____

Additional Comments: _____

_____

MEDICAL HISTORY

This section provides a place for you to write important information about the medical history and treatment of your visually impaired child, including the types of medicines he receives.

MEDICAL HISTORY

What specific diagnoses (if any) have been made by physicians? _____

_____

_____

_____

Immunizations:

	DATES	REACTION (Note temperature, if any)
Smallpox		
Whooping Cough		
Diptheria		
Tetanus		
Polio		
Measles		
Tuberculin test		

History of contagious diseases:

NAME	DATE	SEVERITY	TEMPERATURE

MEDICAL HISTORY

Describe any hospitalization.

Age: _____ Date: _____

Reason: _____

_____

Any complications: _____

_____

Has child ever received oxygen? _____ For what reason? _____

_____

Any accidents? _____

Head injuries? _____

X-rays? _____

Allergies: _____

_____

Has your child had the following conditions:

Motor difficulties	_____	Nausea	_____
Headaches	_____	Fainting	_____
Tics or nervous habits	_____	Physical weakness	_____
Bedwetting	_____	Seizures or spells	_____

Any current physical problems? _____

_____

_____

What other medical treatment recommendations have been made to you by your physician?

_____

_____

MEDICAL HISTORY

Unusual reactions to medication or medical treatment of any kind: _____

_____

_____

Describe physical limitations on your child's play and learning activities:

_____

_____

_____

Additional Comments: _____

_____

_____

_____

_____

Type of Medicine	What For	How Often	Dosage	Date Prescribed	Physician	Reactions

FAMILY BACKGROUND

In this section, write information which gives a picture of your family as a unit, by describing each member in some detail.

FAMILY BACKGROUND

PLEASE NOTE: This form includes questions concerning all areas of your family's background. Some questions may seem very personal to you. You may not wish to actually record your answers to some of the more sensitive questions out of a concern that other members of your family might, at some time, read what you have written. Therefore, fill out only those sections of the form that you wish to. However, you should be aware of the fact that all of these questions are likely to be asked by the professionals you will be seeing in reference to helping your handicapped child. Even if you do not record all of your answers to the more personal questions on this form, have your answers ready in your mind before you visit professionals.

Maternal Information

Full name of mother: _____ Age: _____

Date of birth: _____ Place of birth: _____

Second language: _____

Was child adopted: _____ At what age? _____

Relationship to child: Mother _____ Guardian _____ Stepmother _____

Any previous marriage(s)? _____ Number of children from previous marriage(s): _____

Last grade of school mother completed: _____

Is mother employed? _____ Type of work: _____

Where? _____

What hours? _____

Note any problems in:

Mother's speech _____ Hearing _____

Is the mother left-handed? _____ Right-handed? _____

Eye difficulties? _____ Wears glasses? _____

Eye difficulties on either side of mother's family? _____

_____

_____

FAMILY BACKGROUND

Since this child's birth, has mother had:

Serious illnesses? _____ Diseases? _____

Operations? _____ Serious accidents? _____

Nervous conditions? _____ Hospitalizations? _____

Institutionalizations? _____

Rh factor difficulties in mother's family? _____

Comments on above: _____

_____

_____

_____

_____

Mother's health history (also note as to mother's family):

Tuberculosis _____ Cancer _____

Venereal disease _____ Drugs _____

Epilepsy _____ Diabetes _____

Alcoholism _____ Mental illness _____

Comments on above: _____

_____

_____

_____

_____

Describe briefly mother's present state of health. _____

_____

_____

FAMILY BACKGROUND

Interests and hobbies: _____

_____

Has mother been absent from home since birth of child? _____

When? _____ Why? _____

_____

Paternal Information

Full name of father: _____ Age: _____

Date of birth: _____ Place of birth: _____

Second language: _____

Relationship to child: Father _____ Guardian _____ Stepfather _____

Was child adopted? _____ At what age? _____

Any previous marriage(s)? _____ Number of children from previous marriage(s): _____

Last grade of school father completed: _____

Is father employed? _____ Type of work: _____

Where? _____

What hours? _____

Note any problems in:

Father's speech _____ Hearing _____

Is the father right-handed? _____ Left-handed? _____

Eye difficulties? _____ Wears glasses? _____

Eye difficulties on either side of father's family?

FAMILY BACKGROUND

Since child's birth, has father had:

Serious illnesses? _____ Diseases? _____

Operations? _____ Serious accidents? _____

Nervous conditions? _____ Hospitalizations? _____

Institutionalizations? _____

Comments on above: _____

_____

_____

Father's health history (also note as to father's family):

Tuberculosis _____ Cancer _____

Venereal disease _____ Drugs _____

Epilepsy _____ Diabetes _____

Alcoholism _____ Mental illness _____

Comments on above: _____

_____

_____

_____

_____

Describe briefly father's present state of health. _____

_____

Interests and hobbies: _____

_____

Has father been absent from home since birth of child? _____

When? _____ Why? _____

_____

FAMILY BACKGROUND

Family Information

All members of child's immediate family living and well? _____

Parents: Living together? _____ Separated? _____ Divorced? _____

Siblings:

	NAME	BIRTHDATE	GRADE IN SCHOOL	LIVING AT HOME?
1.				
2.				
3.				
4.				

Other persons in home:

	NAME	AGE	HEALTH	RELATIONSHIP
1.				
2.				
3.				
4.				

Languages spoken in home: _____

Any changes of residence since child's birth? _____

When? _____

Describe how child gets along with:

Mother: _____

Father: _____

Brothers: _____

Sisters: _____

FAMILY BACKGROUND

What are your child's family responsibilities or chores? _____

_____

Who disciplines the child at home? _____

Describe the discipline methods you have used, including rewards and punishments. _____

_____

_____

_____

_____

EDUCATIONAL HISTORY

This section traces your visually impaired child's educational experiences.

EDUCATIONAL HISTORY

Present school: _____

Address: _____

Teacher: _____ Principal: _____

Current class or grade level: _____

List all schools and dates attended from preschool to present.

NAME OF SCHOOL	LOCATION	GRADE LEVEL	DATES ATTENDED

Exact age when child started:

Kindergarten _____ years _____ months

First grade _____ years _____ months

Any nursery school or small group experiences prior to first grade? _____

At what age? _____ Where? _____

Has child ever failed or repeated a grade? _____

From your child's last report card, list present subjects and grade received.

_____

_____

_____

EDUCATIONAL HISTORY

If achievement test results have been reported to you, list them below:

NAME	DATE GIVEN	RESULTS

List and comment on any special education, tutoring, speech or educational therapy and other remediation received.

When did you last talk with your child's teacher and/or principal about his learning problems? _____

How did the teacher describe your child's learning problems? What suggestions were made? _____

Note teacher's comments regarding your child's strengths and weaknesses in:

Physical Education: _____

Arts & Crafts: _____

Music: _____

Reading: _____

Writing: _____

Spelling: _____

Arithmetic: _____

Language: _____

EDUCATIONAL HISTORY

What does your child like best in school? _____

_____

_____

What does your child like least in school? _____

_____

_____

EDUCATION EVALUATION SUMMARY

This section is to be added to following each evaluation of your visually impaired child. Record information concerning the evaluation and recommendations for treatment.

EDUCATION EVALUATION SUMMARY

Name of psychologist who examined your child: _____

Address: _____

Phone: _____

Date of examination: _____

Who referred your child for examination? _____

Date of follow-up conference with the examining psychologist: _____

What tests were given? _____

_____

_____

_____

Did the psychologist evaluate your child in these ability areas? What did he find?

1. Gross Motor Skills: (large muscle coordination & physical strength) _____

_____

_____

_____

2. Sensory Motor Skills: (balance, motor accuracy, directionality, laterality) _____

_____

_____

_____

3. Perceptual Skills: auditory: _____

_____

visual: _____

_____

visual-motor: _____

EDUCATION EVALUATION SUMMARY

4. Language Development Skills: (vocabulary, reading, writing, spelling) _____

5. Conceptual Skills: (arithmetic, information, comprehension) _____

6. Social Skills: (ability to relate, self-control) _____

What recommendations were made concerning your child's school placement? _____

What recommendations were made to you (such as behavior modification, parent education, family counseling, medical supervision)? _____

What have you done about these recommendations? _____

Does the psychologist want to see your child again? _____

When? _____

EDUCATION EVALUATION SUMMARY

Name of psychologist who examined your child: _____

Address: _____

Phone: _____

Date of examination: _____

Who referred your child for examination? _____

Date of follow-up conference with the examining psychologist: _____

What tests were given? _____

_____

_____

_____

Did the psychologist evaluate your child in these ability areas? What did he find?

1. Gross Motor Skills: (large muscle coordination & physical strength) _____

_____

_____

_____

2. Sensory Motor Skills: (balance, motor accuracy, directionality, laterality) _____

_____

_____

_____

3. Perceptual Skills: auditory: _____

_____

visual: _____

_____

visual-motor: _____

EDUCATION EVALUATION SUMMARY

4. Language Development Skills: (vocabulary, reading, writing, spelling) _____

5. Conceptual Skills: (arithmetic, information, comprehension) _____

6. Social Skills: (ability to relate, self-control) _____

What recommendations were made concerning your child's school placement? _____

What recommendations were made to you (such as behavior modification, parent education, family counseling, medical supervision)? _____

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When? _____

EDUCATION EVALUATION SUMMARY

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Address: _____

Phone: _____

Date of examination: _____

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Date of follow-up conference with the examining psychologist: _____

What tests were given? _____

_____

_____

_____

Did the psychologist evaluate your child in these ability areas? What did he find?

1. Gross Motor Skills: (large muscle coordination & physical strength) _____

_____

_____

_____

2. Sensory Motor Skills: (balance, motor accuracy, directionality, laterality) _____

_____

_____

_____

3. Perceptual Skills: auditory: _____

_____

visual: _____

_____

visual-motor: _____

EDUCATION EVALUATION SUMMARY

4. Language Development Skills: (vocabulary, reading, writing, spelling) _____

5. Conceptual Skills: (arithmetic, information, comprehension) _____

6. Social Skills: (ability to relate, self-control) _____

What recommendations were made concerning your child's school placement? _____

What recommendations were made to you (such as behavior modification, parent education, family counseling, medical supervision)? _____

What have you done about these recommendations? _____

Does the psychologist want to see your child again? _____

When? _____

EDUCATION EVALUATION SUMMARY

Name of psychologist who examined your child: _____

Address: _____

Phone: _____

Date of examination: _____

Who referred your child for examination? _____

Date of follow-up conference with the examining psychologist: _____

What tests were given? _____

_____

_____

_____

Did the psychologist evaluate your child in these ability areas? What did he find?

1. Gross Motor Skills: (large muscle coordination & physical strength) _____

_____

_____

_____

2. Sensory Motor Skills: (balance, motor accuracy, directionality, laterality) _____

_____

_____

_____

3. Perceptual Skills: auditory: _____

_____

visual: _____

_____

visual-motor: _____

EDUCATION EVALUATION SUMMARY

4. Language Development Skills: (vocabulary, reading, writing, spelling) _____

5. Conceptual Skills: (arithmetic, information, comprehension) _____

6. Social Skills: (ability to relate, self-control) _____

What recommendations were made concerning your child's school placement? _____

What recommendations were made to you (such as behavior modification, parent education, family counseling, medical supervision)? _____

What have you done about these recommendations? _____

Does the psychologist want to see your child again? _____

When? _____

EDUCATION EVALUATION SUMMARY

Name of psychologist who examined your child: _____

Address: _____

Phone: _____

Date of examination: _____

Who referred your child for examination? _____

Date of follow-up conference with the examining psychologist: _____

What tests were given? _____

_____

_____

_____

Did the psychologist evaluate your child in these ability areas? What did he find?

1. Gross Motor Skills: (large muscle coordination & physical strength) _____

_____

_____

_____

2. Sensory Motor Skills: (balance, motor accuracy, directionality, laterality) _____

_____

_____

_____

3. Perceptual Skills: auditory: _____

_____

visual: _____

_____

visual-motor: _____

EDUCATION EVALUATION SUMMARY

4. Language Development Skills: (vocabulary, reading, writing, spelling) _____

5. Conceptual Skills: (arithmetic, information, comprehension) _____

6. Social Skills: (ability to relate, self-control) _____

What recommendations were made concerning your child's school placement? _____

What recommendations were made to you (such as behavior modification, parent education, family counseling, medical supervision)? _____

What have you done about these recommendations? _____

Does the psychologist want to see your child again? _____

When? _____

SPECIAL SERVICES INFORMATION

This section is to be filled out after your child is seen by professionals who will provide him with special services.

SPECIAL SERVICES INFORMATION

Type of professional seen: _____

Date of visit: _____

Name: _____

Address: _____

Phone: _____

Reason for examination: _____

Who referred you for this examination? _____

Date of follow-up conference: _____

What evaluative measures were used? _____

_____

_____

Results of examination: _____

_____

_____

Recommendations regarding school placement: _____

_____

_____

Recommendations regarding home programming: _____

_____

_____

What have you done about these recommendations? _____

_____

_____

_____

SPECIAL SERVICES INFORMATION

Is a repeat visit necessary? _____ When? _____

Why? _____

_____

Did you follow up on the repeat visit? _____

_____

_____

SPECIAL SERVICES INFORMATION

Type of professional seen: _____

Date of visit: _____

Name: _____

Address: _____

Phone: _____

Reason for examination: _____

Who referred you for this examination? _____

Date of follow-up conference: _____

What evaluative measures were used? _____

_____

_____

Results of examination: _____

_____

_____

Recommendations regarding school placement: _____

_____

_____

Recommendations regarding home programming: _____

_____

_____

What have you done about these recommendations? _____

_____

_____

_____

SPECIAL SERVICES INFORMATION

Is a repeat visit necessary? _____ When? _____

Why? _____

_____

Did you follow up on the repeat visit? _____

_____

_____

SPECIAL SERVICES INFORMATION

Type of professional seen: _____

Date of visit: _____

Name: _____

Address: _____

Phone: _____

Reason for examination: _____

Who referred you for this examination? _____

Date of follow-up conference: _____

What evaluative measures were used? _____

_____

_____

Results of examination: _____

_____

_____

Recommendations regarding school placement: _____

_____

_____

Recommendations regarding home programming: _____

_____

_____

What have you done about these recommendations? _____

_____

_____

_____

SPECIAL SERVICES INFORMATION

Is a repeat visit necessary? _____ When? _____

Why? _____

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Did you follow up on the repeat visit? _____

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SPECIAL SERVICES INFORMATION

Type of professional seen: _____

Date of visit: _____

Name: _____

Address: _____

Phone: _____

Reason for examination: _____

Who referred you for this examination? _____

Date of follow-up conference: _____

What evaluative measures were used? _____

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Results of examination: _____

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Recommendations regarding school placement: _____

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Recommendations regarding home programming: _____

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What have you done about these recommendations? _____

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Is a repeat visit necessary? _____ When? _____

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SPECIAL SERVICES INFORMATION

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Why? _____

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Did you follow up on the repeat visit? _____

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ADDITIONAL REPORTS AND RECORDS

P.O. Box 180806, Austin, Texas 78718

• support
• information
• service

P.O. Box 180806, Austin, Texas 78718, Tel. (512) 459-6651

SOME FACTS ABOUT NAPVI

The National Association for Parents of the Visually Impaired, Inc. (NAPVI) is the only national organization that strives to serve families of children of all ages and ranges of visual loss. It is a broadly-based, nonprofit organization whose membership includes parents, parent organizations, agencies and other persons with common objectives--support and service to the parents of visually impaired children. The number of families who may benefit from the services of NAPVI is estimated to be more than 50,000.

Parents who first learn of their child's visual impairment cope with their grief often alone and in isolation. Although professional support services are usually present, the "blindness system" is often viewed by parents as overwhelming and limited in dealing with the multiplicity of problems their handicapped child presents. Experience in working with visually handicapped children has shown that parental involvement early on in the process is a necessary prerequisite for success. The importance of family life and the development of positive parenting practices are essential.

In an effort to reach as many parents as possible, the American Foundation for the Blind (AFB) helped form NAPVI. An AFB survey conducted in 1978 determined that there were over 125 parent groups developing around the country, all concerned with the many needs of their visually impaired children. As a result of the efforts of an Ah Hoc Committee of Parents, it was determined that these groups felt a national organization was needed an NAPVI came into being.

In order to insure the success of this newly formed organization, the AFB provided NAPVI with a three-year grant of $18,000 per year.

NAPVI was organized because, in the words of its first president Lee Robinson, "Parents must regard themselves as the long-lasting resource and the only persons who continually have the child's interests at heart throughout his/her lifetime; NAPVI is a means to help parents fulfill that function."

Parental needs which are met by NAPVI include the need:

for emotional support and relief from feelings of isolation felt when their child is blind or seriously impaired;

for information so that they can make better decisions about care, education and treatment for their children;

for training and assistance in establishing local, state or regional parent groups;

for assistance in understanding how to find and use resources that are available to them;

for united effort to acquire and maintain quality services for all blind and visually impaired children;

to communicate and share expertise and empathy which provides encouragement and help;

For communicating their expectations to federal, state and local service agencies in a constructive manner; and

to feel thier children are accepted as worthy individuals.

NAPVI provides a reliable source of support, information and service to families of children with all degrees of severe visual impairment and blindness who have these needs.

Why Join NAPVI?

SPECIAL EDITION /AWARENESS Guest Editor: Fay Corey

NAPVI is an organization for parents, either singly or in pairs, who have one thing in common—they all have visually impaired children.

When we begin to talk of the children, however, the differences begin. Some are very young and others are nearing that time when they must leave their school placements for college or jobs. Some go to school with sighted peers, while others are in residential school settings with other visually impaired students. Some have only one handicapping condition; many more have additional problems which make their care more involved.

Hence, the meshing of these differences creates a real challenge for NAPVI—which is, after all, meant to help parents.

We thought we'd like to devote some space in this issue to providing insight into why parents with all sorts of children would want to join NAPVI. Threaded through all of this special section are reasons NAPVI was organized and challenges for the future. This one's for you!

THOUGHTS FROM THE EDITOR

By FAY COREY

"Why?" is a word that all parents of handicapped children are familiar with, a word most ask when they first find out about their child's handicapping condition. As a parent of a severely multihandicapped child, I remember, over a decade ago, repeating "Why?" "Why?" "Why?" many times. Finally, my husband said, "If you knew why, would it change things? Would we put our son aside and forget we ever had him? Obviously not.

In retrospect, the best advise given to us by a doctor at the time was "Wait and see how your son will develop." No promises came with those words, but the hope was not taken away. However, five months later a neurologist casually said to me during an office visit "Can this child see?" "I think so," I replied. I was cruelly told "No, he can't" and I shall never forget that day or the term "cortically blind" the rest of my life. I learned though that "life goes on" no matter what happens.

During the next two years I was to deal with five different specialists; to search independently for an early intervention program; to cope with an irritable crying child twenty hours a day and to have a husband who traveled a great deal with his job.

When I was finally able to hook up with a parent group I'll never forget a mom stating, loud and clear, "My son is ONLY blind." From that day on I've always had the feeling "where does this son of mine belong?—this sweet little boy who happens to have cerebral palsy, mental retardation and cortical blindness?" He's in a day program in a residential school for the blind, he lives in a middle class neighborhood in a large metropolitan city, he has parents who love him, quality care and yet, where does he belong? Medical technology saved his life, and I will be forever grateful, but it has been up to me—the "pioneer" parent—to help find a place for him in this world.

I have found the support of other parents, with children such as mine, to be my greatest strength and my greatest hope. Only through this mutual bond do we understand what our children mean to us and our constant fight for their rights and dignity as human beings.

Since the inception of the National Association for Parents of the Visually Impaired (NAPVI), I have been a board member, representing parents of multihandicapped children. I am the only member of a board of 11 with a child with more than a visual impairment. Needless-to-say, this represents a tremendous responsibility. Along with this responsibility to other parents of multihandicapped children also comes a tremendous commitment to NAPVI. At the annual board meeting last November the entire board was made more aware of the needs of the multihandicapped through a NAPVI-sponsored area workshop. The timing seemed right to propose a project that might help to reach out and unify parents who have multihandicapped children; to let them know that many of us are able to deal with our fear, isolation and anger through NAPVI—just as those parents do who have children with only one handicap.

In proposing this special edition of AWARENESS, I asked the board, "What difference does it make if a child has his/her mobility through the use of a cane or a wheelchair?" Perhaps, after you read this special edition, you will find it doesn't (or shouldn't) make any difference whatsoever to you, the parent of a visually impaired child. When we reach out and unify we will realize that NAPVI is THE organization FOR, OF, AND, BY parents of all visually impaired children—including those who are cortically blind!

Through the willingness of many fine people to submit articles, this special edition is made possible. In between child care, laundry, cooking, errands, parent meetings, a traveling husband's schedule and the bereavement of my mother's recent death, I have coordinated this special edition of AWARENESS with the hope that it indeed finds many facets to the question "Why NAPVI?" □□□

A BLIND MOM SPEAKS

By EILEEN HUDSON

Being legally blind has its problems, but so far for our two teenagers, Bryan and Michelle, it has been more of a nuisance.

Bryan and Michelle were born with macular degeneration, high myopia (nearsightedness), and astigmatism. Their central vision is gone and they see best out of the sides of the eye and at a very close range.

They began wearing glasses at a very early age, Bryan at 18 months and Michelle at three years. They learned very quickly glasses could make them see better and left them on.

Bryan was enrolled in the public school system for kindergarten with an explanation to the principal and teacher that he would need some help. He had a very understanding teacher who found time to help him without making him feel uncomfortable with his peers. At the end of Bryan's kindergarten year, the vision consultant from our state came to our home and pointed out some of the problems Bryan would have in the school system in the coming years and wondered if we had considered the option of the residential school. We checked into it and took a tour. We made the choice for placement at the residential school knowing, of course, he would be picked up every morning by bus and brought home every night, as we were only 13 miles from the school.

He stayed at the Wisconsin School for the Visually Impaired for ten years, participating in a cooperative program with the public school system there which allowed him to be with sighted as well as visually impaired youngsters. He did well academically at both schools and found time to participate in many activities, both socially and athletically at the residential school. This year he made the choice to mainstream to our local high school as a junior and presently is maintaining good academic grades. He is also on the swim team and is involved with the Junior Reserve Officers Training Corp and Rangers.

Michelle entered the residential school right from kindergarten. It was a little harder for Michelle to leave us every morning for school as she was the only kindergartner in the class and there was no one to play with—just a teacher. By the second semester a few other children joined the class and Michelle wasn't quite so unhappy. She didn't feel comfortable being away from familiar surroundings.

Michelle is also attending a cooperative program at the public and residential schools and is meeting with success. She is very active at school and chooses to stay overnight when special events occur.

Bryan and Michelle both are being allowed to have their say about their placements. Michelle feels she wants to complete her senior year at the same school and graduate with her friends. Both feel good about themselves and are comfortable about their placement. They both have plans to attend college; because of their successes in their placements, they feel they'll be ready.

We have never told Bryan and Michelle they can't do something because they're visually impaired. We tell them, "Try. If you find some legitimate reason that your vision limits you (such as driving a car) accept that, then get on with whatever else you can and want to do." □□□

A POSTSCRIPT FROM BRYAN . . . AND MICHELLE

My name is Bryan Hudson. I am 16 years old and have been legally blind since birth. I guess I've never let being visually impaired bother me to the extent that I consider myself only capable of doing certain things and not going after what I really want in life, or even just doing what I want. I spent 10 years at the state school and this year I decided that I was ready to go back and enter into the public school system again.

I found the hardest thing for me in transferring to Beloit Memorial is being accepted by the other students. I haven't had any problems academically, but there have been many times that I have walked by and heard someone say "Hey, there goes that kid that can't see." There have also been times that I've been laughed at for the way I read. I have pretty much been accepted by my classmates and am treated just like anyone else.

I don't let my eyes hold me back from something I really want to try or do. Although I'm not able to drive, which can be a real pain in the butt now that I'm almost 17, I get involved in all sorts of sports, such as hunting, fishing, downhill and cross-country skiing, wrestling, track, waterskiing, and my most favorite, swimming. I've been involved competitively in swimming for about six years now. Right now I'm on our high school swim team.

I don't know about other visually impaired persons my age, but I think right now is probably the toughest time for me to deal with my vision problems. I guess the most important thing for parents is to be as understanding as possible with their kids so they can deal with it and not let it get in the way of doing as much as they possibly can with their lives and becoming successful at doing something they really want to do. □□□

My name is Michelle Hudson. I am 14 and a freshman at the Wisconsin School for the Visually Handicapped. I enjoy school very much.

Some of the activities I am involved in at school are swimming, cheerleading and drama. I also play the piano and violin. I have many interests in the field of athletics. I recently participated in the USABA national games in Montana. I competed in swimming and did very well. I plan on going to the national games in 1984 in St. Louis, MO so that I could possibly be chosen for the international games in New York.

I also enjoy collecting things, especially stuffed animals and different types of dolls.

Most people ask me what it's like to be visually impaired. I just try to explain to them that I'm no different than they are—it's just that I can't see as well. □□□

A "HIDDEN" HANDICAP

Name Withheld on Request

I am the mother of a multihandicapped child. There are no wires coming out of my daughter's ears, no wheelchairs to worry about, nothing except thick glasses to mar the beauty of her translucent skin and auburn hair.

The problems are deeper, buried in the emotions, for whatever reason. Perhaps it had to do with being the last child in a family beset by handicaps, perhaps it was the result of too many hospitalizations under traumatic conditions, perhaps as a parent I just wasn't there for her enough when she needed me. "Perhaps" goes round and round.

(Continued on Page 5)

MESHING TWO VIEWPOINTS

By SUZANNE BENINTEND BAKER, L.P.T.

As a result of the Education for All Handicapped Children Act of 1975 all schools in my area began programming, not only for the more involved children in the community, but for those in institutions as well.

My program included students with a wide range of problems, but perhaps the most heartbreaking "stories" belonged to those who had developmental delays caused by institutionalization and lack of appropriate stimulation. I began to realize, watching them, that the more seriously impaired a child was, the more difficult it became for his/her caregivers to get feedback as to the needs and wants of the child. The institutional staff appeared to be content to provide custodial care for those whose involvement prohibited them from demanding more. I will never forget the day an institution employee said, "Please don't teach her to walk; she'll only be more trouble."

Obviously, as a physical therapist, I was most aware of the needs of these children from a therapeutic standpoint. Positioning and handling techniques were important to prevent deformity, thus making care easier as the child grew. I had worked with children from institutions, small group homes and those still at home and had observed an almost universal positive response to a gentle touch, a kind word, patience and consistency. Still, I was a therapist, often questioning why there didn't seem to be carryover of my program at home, why it seemed that families lost patience when I was so sure that if everyone persevered, things would improve. Since then I've learned that progress is a little more complicated and that a vast array of factors can affect it.

This past year I gave birth to a son with Down's syndrome and a severe heart defect. I've become aware, through contact with other parents, how painful it can be when a circle of doctors, teachers and therapists tell you what to do to help your child, but rarely acknowledge the importance of pure motherly acceptance. I've listened to both horror and glory stories about the successes and failures of multihandicapped children—as though they can all be lumped into a common group with the same level of functioning. I've seen how very true it is that a child can perform a task at home, but not in a therapeutic setting.

I've also learned how hard it is to balance all parts of one's life with the needs of a handicapped child.

More than ever, I see the importance of families and professionals working together. Perhaps, from my experience, I can provide food for thought to both groups.

Whereas the parent may contribute love and concern, the professional should provide objectivity and experience. Although there is a tendency among professionals to generalize and classify children for research, funding and program purposes, they must realize that each child is an individual.

Also, professionals must keep in mind the occasionally overwhelming pressure of caring for a multihandicapped child 24 hours a day. The family cannot jump in the car to go shopping without some advance planning; babysitters are not readily available; diapers for a 12-year-old are expensive—and the refreshment of an untroubled sleep is not possible.

Parents, on the other hand, have the responsibility to speak out for their child. They know what is rewarding and pleasurable to the child; how and when he can be encouraged to interact with his environment; what discipline is effective. Parents have contact with their child's physicians, teachers and therapists and can act as a liaison between them all. Parents must help the professional see the child, not as a single entity, but as a part of a family system that is effected by, as well as effecting to, changes.

Perhaps communication could be helped if it were possible for professionals to routinely visit homes to plan programming. Work should be done where the child lives the majority of his day, not necessarily where the elaborate equipment is.

But in spite of the many different degrees of involvement with a multihandicapped child, both parent and professional share one common characteristic: they are human! Neither group can act as "gods" to make all things right. There will be good days and bad days; there will be dreams and frustrations. Both the parent and the professional knows what he/she can give to the child—hopefully, it will be his/her best. To paraphrase an Indian prayer, "Let me not judge a man until I have spent a month in his moccasins." □□□

A PERSONAL VIEW OF THE HANDICAPPED

By MICHAEL A. ALEXANDER, M.D.
Medical Director, D.T. Watson Rehabilitation Hospital and clinical professor, University of Pittsburgh

I feel I have unique credentials in the rehabilitation of children. After medical school I did a training program in pediatrics and also in physical medicine and rehabilitation, becoming boarded in both. My best credentials, however, come from having had polio at age three, then growing up in the able-bodied world with a significant physical disability.

Over those years, I experienced a number of situations, including the difficulties of being a new disabled child in a regular public school, of suffering the indignity of being bussed with much more severely disabled children of my school, of being closeted away for a number of years from extracurricular activities—and from my peers.

As I look back at the sum total of my development and the sheltered situations I was placed in and allowed to grow in, I feel that those times of achievement allowed me to develop a coping strategy that now allows me to function as a medical director of a hospital, a husband, friend of many able-bodied individuals and a father of two children. At this point, it sounds as though I have come out in favor of cloistering the handicapped away from the able-bodied, so that they can, at least, have a more meaningful life among their peers. I am not, but I am suggesting that when one doesn't do that, then it is up to the system to provide opportunities for success and development of self-esteem through achievements for all children. Art and other cultural competitions as well as the special olympics have gone a long way toward giving handicapped children a chance to succeed, without isolating them in institutions.

Every handicapped child, at some point, deserves the chance to belong in the real world; but I acknowledge that some will not be able to belong in any sense of the word to anything but the most sheltered of nurturing environments.

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THE JOURNEY TOWARD QUALITY CARE

By JOYCE FLORA, O.T.R.
Occupational and Physical Therapies, Manager
Western PA School/Blind, Pittsburgh

I am always distraught when I have occasion to see an "older" population of multihandicapped people . . . folks 30 or 40, who in all probability did not have the advantage of "early intervention." Looking upon them, usually in facilities that can care for their intense and diverse physical needs, I wonder about the families of those individuals—the mothers and fathers who had not the benefit of skilled social workers, sensitive physicians, support groups (like NAPVI) that could help them cope with the devastating news of a severely handicapped child. I wonder if, even now, given the sophisticated procedures and technology we have to identify the obvious and potential problems of the multihandicapped, we (especially the medical community) are aware, knowledgeable and skillful enough to treat this small fraction of the population whose needs are so great? To the doctor who chooses to work with the multihandicapped goes my deepest respect; in some ways he/she abandons the traditional euphamistic goals of "making well" for a population in which there is little "getting better," just long-term adjustments, different options to explore, repeated hurdles to jump and idealistic therapists and teachers to compromise with.

I question what we, the education and medical "specialists," are doing toward establishing our ethical and moral framework, as well as continuing our "learning" to prepare us to keep on working with special children and families. The kids won't always be kids—cute, huggable, responsive. What are we doing to further our understanding, knowledge of the projected needs of the kids, of the families, the frustrations as the children grow but don't change, or "plateau" at levels far below our hopes and expectations? Are we skillful enough to educate—not with technical teams and prestigious theories—families into an awareness of probabilities, options, choices, that they may face while living with a "damaged child." Are we drawing from our experience and expertise and realistically identifying the positives and negatives of long-term care and education?

The fact remains that "special needs" children, those with motor, communication and/or adaptive behavior difficulties, are still thrust upon a relatively uneducated, unexposed society that is intolerant (or fearful?) of the less than "perfect" . . .

I think we have to be honest with ourselves as teachers, parents, therapists and admit that handicapped kids ARE sometimes tough to look at, to work with . . . that there is stress and fatigue, anger and frustration, as well as the caring and the loving.

Part of the process of educating and treating those kids is to know their limits and our own, and to be a non-judgmental support system for one another as we progress in our journey of commitment toward "quality care."

I wonder if it's time to abandon some of the traditions in our definition of "education," to look again and question the chronological limits set as the years in which "education" or development takes place. We've learned the benefit (and necessity) of extended year programming. Is it time to build that in as a routine component of special education? Is it time to work on model programs, group homes for the multihandicapped; to do cost-effective marketing studies of the kinds of care needed, the most efficient way to provide and monitor that care? And is it time to redefine educational/medical funding? We fund rehabilitation, why not Habilitation? Why not the acquisition of life-skills, not only the re-acquisition of those skills after a trauma? □□□

JOSHUA "TALKS" TO HIS MOM

By FAY COREY

Mom, it's really hard getting my needs known, since I can't talk. So, sometimes, I make a big "fuss" and cry—and people get upset with me because they think I'm being bad. It's the only way I know to get my message across, but some of the people tell you and Daddy that it's not acceptable behavior for me to get mad and cry. I wonder what these people would do if they couldn't talk? How would they act if they were aware of things happening around them but couldn't talk?

You know, Mom, I have feelings that get hurt, especially when people talk to you and ignore me, sitting in my wheelchair along side of you. I really like it, Mom, when you always include me in the conversation and ask me to throw a kiss to the person who doesn't acknowledge me. When we have quiet times together, you always say, "Joshua, you must learn patience. All handicapped people in this world have to have lots of patience. You'll wait your turn for many things throughout your lifetime and you'll wait until people have the time to help you." Mom, you're so right! Now that I'm ten years old, I'm learning not to cry (most of the time) while waiting for my meals to be fed to me; and not to extend in my wheelchair waiting for the van to take me to school. It's hard learning to be patient, Mom, but I'm trying!

Sometimes I get lonely when you're busy washing my clothes and getting the meals ready and Daddy's at work. The kids in the neighborhood used to come by often for storytime and cookies with me, but they're older now and go off and play ball and stuff. Maybe some new younger kids will move in down the street who'll like hearing you read stories to us.

Guess you know, Mom, the hardest times for me are when I have therapies to help my muscles and body tone. It hurts sometimes and people are always doing things to me. When I'm sick and you take me to the doctor, it's scary. I don't know what they are going to do, but you always tell me to be brave, so I smile and in a while I start to feel okay. I don't understand when you say I give you strength.

My best times are at school, during music and sensory time, when I play in soap suds; and when I have friends who like me. I like it when Daddy calls me his "best" buddy and we all go on "adventures" to the zoo or to the park or just a long push around our neighborhood. I hear lots of sounds and smell neat things.

You always tell me, Mom, that all you want me to be is happy and healthy. You know that I try my hardest to be the best I can be, because I know that you and Daddy love me for what I am, not for what I can do. □□□

"I feel NAPVI is important because it keeps parents informed of their children's rights and the current events that effect visually impaired people." (Arkansas) □□□

CROSS-SECTION OF NAPVI BOARD (OFFICERS AND MEMBERS) — 1984

Jacqueline Carroll President	393 Broad Street Salamanca, NY 14779 716/945-2116	Tom, age 16, Retinal Blastoma Braille Student Public School, Grade 11
Elaine Puryear Vice President	5501 Driftwood Austin, TX 78731 512/345-7891	Richard, age 9, Retinal Dyplasia Braille Student Public School, Grade 3
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Fay Corey Region II	508 Lloyd Street Pittsburgh, PA 15208 412/371-4484	Joshua, age 10, Multihandicapped (CP, mentally delayed, cortical blindness) Day Student at Residential School
Eileen Hudson Region III	2180 Linway Beloit, WI 53511 608/362-1380	Bryan, age 16, and Michelle, age 14 Both have macular degeneration Bryan, Public School, and Michelle, Residential School
Mary Lou Wilkinson Region IV	500 Laughrun Drive Forrest City, AR 72335 501/633-2737	David, age 17, Optic Nerve Atrophy Braille Student, Residential School for ten years Public School, Grade 11
Jeanie Flack Region V	323 Westgate Boulevard Billings, MT 59101	Kenny, age 12, and Randy, age 6 — RFL Kenny—Braille Student, and Randy—Large Print Attended Residential School, now Public School
Judith Stotland Region VI	12642 Morrison Street N. Hollywood, CA 91607 213/763-1759	David, age 9, Cataracts and Glaucoma Low Vision—Large Print Reader Parochial School with Public School Services, Grade 4
Liz Hartman At-Large	9014 Blue Quail Austin, TX 78758 512/836-7022	Sam, age 8, Anterior Clevage Syndrome Braille Student, Second Grade Public School, Grade 2

A "HIDDEN" HANDICAP

(Continued on Page 2)

The pain I suffered when personnel at the school district insisted we approve the classification "emotionally disturbed" was intense. I had learned to deal with blindness, but this was horrible! How could I ever come to live with that label? And yet, when my daughter settled into that highly structured, smaller classroom, she thrived and gradually many of the tensions at home just faded. She had found her niche and herself, and now I must accept it. I was learning to deal with a "hidden" handicap.

One of my biggest problems has been coping with the "Vanilla Blind" attitude that I share with many parents of multihandicapped children—these feelings that the world is all too eager to teach blind children how to use computers, or how to ski down mountain slopes, or even how to become corporate lawyers—just don't ask them to deal with someone who is not gifted. I've come a long way in working through these negative feelings through NAPVI, by belonging to an organization of parents of all sorts of blind children. I have come to realize that the young mother whose four-month-old baby is about to have surgery for crossed eyes might not be as involved with problems for as long as I have been, but her immediate need for reassurance in the midst of her pain, anguish and fear is just as real to her as my need to come to grips with an additional handicap was.

In these tight-money times how can any of us afford to envy other parents or to waste time wishing some things weren't the case? NAPVI's greatest challenge is to meld courageously parents together, whether the children involved are preschool age or college bound; whether those children operate a wheelchair or wield a cane—it really doesn't matter. NAPVI is an organization to help parents, selfish as that sounds. It's important for my new friend facing the prospect of surgery for her baby to know that someone else has sat in a waiting room in similar circumstances waiting for a doctor to appear—and that that someone cares! We need to give each other hope—and when NAPVI can be a means of providing some of that precious commodity to every parent of a visually impaired child, it will have achieved the measure of its creation. □□□

"I am a low-vision adult. I wish your organization was in existence during the 1950's and 60's to have assisted my parents. I believe they could have benefited from the support, advocacy and fellowship of your network. There was a lot they could have shared with other families." (South Carolina) □□□

SHANNA LYNN

By CARYN STICHLER
Omaha, Nebraska

Shanna Lynn was born barely two years ago, although it seems much longer than that since we've been through so much together. She was born with schlera corneas and microthalmic eyes. Translated, this means that she has small eyes with a cloudy film covering them. Remembering back to the beginning brings all those feelings of hope, despair and anger at this fate of birth. "Why, God, would you do this to my child?" and "What have I done to cause this?" These were the questions I wanted answered. To this day we do not know what caused her blindness, but we accept, knowing God will enlighten us with His reason one day.

Shanna had a cornea transplant on her right eye when she was only 2½ months old. I had placed all my hopes on this surgery, thinking that with a clear cornea she might be able to see; but her retina detached during surgery and she is now totally blind in that eye.

After the outcome of the surgery, after all of the tears had been shed, I came to terms with the fact that my baby was blind. My husband and I were determined to bring her up to be as happy and normal as any other child. The first things I did were to contact the Social Service Department, order books to aid me in Shanna's upbringing, become a NAPVI member and contact the Omaha Public Schools. The very day we got home from the hospital I told all of my family that we wanted and needed their love and support, but we did not want their pity. Anyone who knows our healthy, rambunctious, bright little two-year-old Shanna cannot feel pity.

Omaha Public Schools assigned Shanna a homebound teacher for the visually impaired. Nancy, often accompanied by a speech pathologist, came to our house for two hours weekly. They monitored Shanna and were able to instruct me on how I could best help Shanna develop at a normal pace. It is amazing how they could show us that, through play and daily routine, Shanna could learn many necessary skills. Their guidance helped Shanna learn to do many things I would not have thought of doing with her. Shanna can get around the house as well as anyone. She can get up in her highchair, climb on her rocking horse, play with her blocks—she's learning how to manipulate more toys all of the time. She knows every nursery rhyme and song and is genuinely a typically active two-year-old child.

Shanna was placed in a mother-infant program and then placed this year in a play-group type atmosphere. During play-group the mothers are separated from the children. The children are in a classroom with two teachers where they play and learn to socialize with others. I believe that socializing is the most difficult thing to get blind children to do.

We joined the Omaha Parents of the Visually Impaired and became active in it. This has helped me tremendously to see all of these well-adjusted families and to know that we are not alone—and in many ways very lucky.

I still have hope that Shanna may have some vision in her left eye. She is scheduled to have another cornea transplant this spring, but I no longer live on hope, because I know she will make it, no matter what happens. Next year she will enter a preschool program which will prepare her to enter a public kindergarten class. I feel that Shanna is a very lucky little girl to have so many people around her who love her so much. I also feel very fortunate to have such a supportive husband, wonderful parents and family, terrific friends and a great school system, all of which have made the adjustment so much easier. Belonging to NAPVI and our own local organization is an added support bonus.

It is hard to believe that only two short years ago everything seemed so desolate. Today I believe Shanna's future holds a great deal of promise. □□□

A PERSONAL VIEW OF THE HANDICAPPED

(Continued on Page 3)

In regard to the options for parents to become knowledgeable in the management of their children, there are several very important issues. At this time our whole society is undergoing a change in how it looks at the medical system. There are cries of restraint of competition, alternate lifestyles, and choices of non-traditional therapy. Parents are confronted with megavitamin therapies, cranial manipulation and a host of other suggested treatments for disabled children. If a parent comes from the standpoint of realizing that science is science, that clinical art is clinical art, and that black magic is black magic, they have a reasonable chance at working their way through all of the information.

To be knowledgeable is going to require reading and thinking. There are excellent books and journals being developed and prepared for parents of children with different disabilities. There is the EXCEPTIONAL PARENT MAGAZINE. There are books written by professionals for parents, such as HANDLING THE CHILD WITH CEREBRAL PALSY by Finney. Eugene Bleck has written an excellent book for educators on varying disabilities; all of these are prepared in a way that does not require extensive medical education to understand.

In addition to your reading, ask questions. If you have a physician or therapist, or educator who is intimidated or put off by your questions about your child, find others who are not intimidated. Remember, doctor means "teacher." Sure, we are busy; sure, we may not have time, but we are in the business of providing information as well as services. If your questions were not answered this visit, write them down and bring them back next visit—persist!

Also, never be afraid to ask for a second opinion.

Finally, seek out parents of children with similar disabilities. Meet with them and talk with them. Find out who they take their children to. Find out how they have been treated in the past. Give yourself every opportunity to look at the future through the eyes of parents who have already lived through your present. Hopefully, you will then be willing to help those who come after you. □□□

National Association for Parents of the Visually Impaired, Inc.

AWARENESS

FALL 1984

P.O. Box 180806 Austin, Texas 78718 Mary Lou Wilkinson, Editor of Newsletter

NAPVI's 1984 AWARD "FOR OUTSTANDING CONTRIBUTION" HONORS BERTHOLD LOWENFELD

Dr. Lowenfeld, superintendent of the California School for the Blind from 1949 to 1964, first came to this country as a refugee from Nazi-occupied Austria. He had been head teacher at one of Europe's most eminent schools for the blind, the Blindeninstitut in Vienna. His first project in this country was the Talking Book Education Project, a study to test the ways in which the child's fingers and ears could work together to enrich his knowledge of the world he could not see. He served as director of educational research of the American Foundation for the Blind for ten years prior to assuming the California post.

Dr. Lowenfeld, a recipient of the Migel Medal and the Shotwell Award of the American Association of Workers for the Blind, is the author of *Our Blind Children: Growing and Learning with Them, Blind Children Learn to Read, The Visually Handicapped Child in School* and *The Changing Status of the Blind: From Separation to Integration,* as well as many other publications.

Those who have read the works of Dr. Lowenfeld are aware of his early concern for preschool blind children and their families. Dr. Philip Hatlen, executive director of the Variety Club Blind Babies Foundation, said of Dr. Lowenfeld: "He informs, he advocates, he challenges always to look beyond today." □□□

A MILESTONE FOR TALKING BOOKS

October marked the 50th anniversary of the Talking Book Program, now reaching 635,000 blind and physically handicapped children and adults in the United States. People experiencing temporary handicaps are also eligible for the program. Recorded and manufactured on cassette, record and flexible disc by the American Foundation for the Blind, the American Printing House for the Blind. Eva-Tone Soundsheets, Inc. in Clearwater, FL and other manufacturers, the Talking Book Program is financed by Congress and administered by the Library of Congress through 170 regional libraries and specified state agencies.

If you or anyone you know could benefit from receiving Talking Books, write National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, D.C. 20542; Attention: Reference Section.

BOARD POSITIONS FILLED

Diana Cuthbertson of Boston, Massachusetts begins her term as Region I Representative on the NAPVI Board of Directors with the annual Board meeting early this month in Austin, Texas.

Returning for a second term is Region III Representative Eileen Hudson, Beloit, Wisconsin.

Mrs. Cuthbertson and her husband, Hank, are the parents of four-year-old Katie, who is totally blind as the result of retinal blastoma. Katie attends Thom Montessori Preschool half a day and a vision resource program with the public schools a half day.

A project evaluation specialist with a federally funded Children With Special Needs program, Mrs. Cuthbertson is also parent coordinator of EYES (Early Years Education and Support) and has done volunteer work for the International Institute for the Visually Impaired, Birth Through Seven, Inc.

Mrs. Hudson and her husband, Keith, are the parents of two visually impaired teenagers, Brian and Michelle. Both have attended the Wisconsin School for the Blind and are now mainstreamed in public schools in Beloit. Mrs. Hudson is visually impaired herself, having macular degeneration.

Mrs. Hudson has served as a member of the NAPVI Fund Raising Committee and a member of the Research and Review Committee. She also has a seat on the Committee on the Early Years with the American Foundation for the Blind.

By-mail ballots were cast during the month of September by parent/family members in Region I, which includes the Northeastern States, and Region III, which includes the Great Lakes Area. □□□

A WORD OF APPRECIATION

Laura Vidal of Queens Village, New York, retires from the Board of Directors this month with the election of a new Region I Representative, Diana Cuthbertson of Boston, Massachusetts.

In speaking of Laura's contributions to the Board, NAPVI President Jacqueline Carroll said, "Laura, as our first newsletter editor, set up the format and style of AWARENESS, laying the groundwork for what has been a very positive and needed contribution to the field of education of the visually impaired. We are grateful for her work."

In the first edition of AWARENESS, Laura wrote: "In order to be more effective advocates, we must rid ourselves of the feeling that schools are doing our child-

(Continued on Page 3)

SHOPPING BAG . . .

The products and services listed within this edition of AWARENESS are for your information. NAPVI does not recommend one item over another and strives to be fair in its listing of resources available to those who work with visually impaired children. We invite anyone who produces a resource of interest in the field to share information about their item with the NAPVI membership. NAPVI reserves the right to publish information about such items at its discretion.

A catalog of braille and large-print books is available from the Prose and Cons Braille Unit, Nebraska State Prison. The unit members are also trained, under Dr. John P. Marshall, to repair braille writers, do thermoforming, binding and braille watch repairing. For more information contact Dr. Marshall at the Prose and Cons Braille Unit, P.O. Box 2500, Lincoln NE 68502.

* * *

Rollers for braille writer: If you're having difficulty keeping the paper properly aligned in your braillewriter, and you're using 11½ x 11 inch paper, you may need to replace the rollers. The American Printing House is happy to do that. They suggest, however, that if you're using a smaller paper size you may want to purchase a small paper adapter from the Howe Press, for this purpose. The device is easy to install and use . . . it adjusts to any paper size. Current list price is $10.36; also available on APH quota. APH catalog number is 1-0082. APH, P.O. Box 6085, Louisville, KY 40206, (502) 895-2405.

* * *

A CURRICULUM FOR TEACHING OPTACON MUSIC READING is designed to "enable the blind to read commercially printed music through the use of the Optacon." No need to convert the music to braille. Available from Tembrook Press, 23 Copper Beach Drive, Lafayette Hill, PA 19444 for $30 plus $3 postage and handling.

* * *

Mobility International U.S.A. (MIUSA) is a national, nonprofit organization whose purpose is to promote and facilitate international educational exchange and recreational travel experiences for people with disabilities. MIUSA offers travel information and referral service help with selecting and applying to international educational exchange organizations. For further information, write Mobility International USA, P.O. Box 3551, Eugene, OR 97403.

* * *

WORKSHOP? MEETING? LECTURE?

To announce in Awareness use the following calendar:

Issue	Received in	Deadline for Submitting	Events to Occur
Winter	January	Dec. 1	Feb/Mar/Apr
Spring	April	Mar. 15	May/June/July
Summer	July	June 15	Aug/Sept/Oct
Fall	October	Sept. 15	Nov/Dec/Jan

Please submit complete information typed and double spaced, if possible. The editor reserves the right to determine what is published and to edit materials submitted.

DECISIONS IMPACTING CHILDREN

The Supreme Court recently considered the case of the Irving Independent School District and Tatro. At issue was the fact that an 8-year-old girl needed clean, intermittent catheterization every 3-4 hours. The procedure can be performed by a lay person after a few hours training but the school district refused to allow the school nurse to do so, saying P.L. 94-142's requirement for related services did not apply. The Court decided that schools must provide services allowing a child to remain in school during the entire day. Standards set forth include: 1) in order to get related services a child must be handicapped and need special education services; 2) if medication or treatment can be administered other than during the school day, a school is not required to administer it, and 3) schools are not required to provide services that must be handled by a physician.

Possible impact on visually impaired children: although low-vision examinations and training to use low vision aids must be provided to visually impaired students as a related service, aids (such as magnifiers) need not be provided. Schools do need to provide O&M even if they have to hire extra personnel.

HR6014—S2859: Provides an amendment to the Education of the Handicapped Children's Act (PL 94-142) to include award of attorney's fees to parents prevailing in litigation involving their handicapped children's education. Both the House and Senate versions came too late in this Congress for possible enactment. Neither made it out of committee. □□□

REPRINTS AVAILABLE

The following reprints from earlier AWARENESS issues are available upon request from the NAPVI Office, P.O. Box 180806, Austin, TX 78718:

"PARENTS SHOULD PLAN FOR IEP MEETINGS, TOO!" Summer, 1984.

"IS THIS THE RIGHT PLACEMENT?," by K. Alicyn Ferrell, American Foundation for the Blind. Summer, 1982.

"CHOOSING TOYS FOR VISUALLY IMPAIRED CHILDREN,." Libby McAleb, Arkansas School for the Blind, Fall 1982 and "CHOOSING TOYS FOR CHRISTMAS," South Carolina Commission for the Blind, Fall, 1983.

"THE PARENT AS HOPEFUL SKEPTIC," by Lee W. Robinson, Winter, 1982.

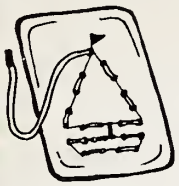
"PARENT TO PARENT: LETTING HIM TRY," by Jeanie Flack, Spring, 1982. □□□

PUBLIC LAW 94-142: A comprehensive law setting forth the fundamental rights necessary to ensure that *all* handicapped children receive the free, appropriate public education (in the least restrictive and most normal environment possible) to which they are entitled.

* * *

SECTION 504: Requires local school districts receiving federal funds of any kind to provide an appropriate education to all handicapped children within their jurisdiction . . . and presently, nearly every school district in the country receives some federal funding.

LIVING SKILLS HINT



Use a styrofoam meat tray to make "sewing cards." You can draw simple pictures on it and punch holes on the lines. You can do the same with cardboard shapes to help a young child learn basic shapes. Use a hole punch or substitute with a knitting needle, chopstick, or ice pick to make holes.

Take brightly colored yarn, knot one end and wrap tape around the other to facilitate sewing. Show the child how to push thread through a hole, pull up through the next, etc. until he/she has "sewed" the picture. Good for small-muscle coordination as well as reinforcement of push-pull, in-out, long-short concepts. You could use the same idea for letters of the alphabet, perhaps the one the child's name begins with, such as "A" for Alicia.

Do you have a living skills hint that you think is super for use with blind or visually impaired children? If so, write it down in paragraph form (need not be typed, but should be signed) and send to: Gail Hedgecock, Hints Editor, 1776 B Frick Avenue, Charleston, SC 29404.

HANDS-ON MUSEUMS — Coming Your Way?

The Children's Museum of Rhode Island is a "Hands On" Museum providing unique learning experiences for visually impaired children, 3-12 years, their families and teachers. Present exhibits include a giant's playroom where children can explore size and scale through manipulation of oversized objects, "My Way, Your Way," an exhibit about disabilities and "Mindscapes."

This museum is certain to be an important resource for families of visually impaired children in the New England area," said Sheila Dyar, Children's Museum of Rhode Island, 58 Walcott Street, Pawtuckett RI 02860, telephone (401) 726-2591.

In telling NAPVI about the museum, Mrs. Dyar also included a *USA Today* article "Museums for Kids Say 'Please Touch'!" which lists 10 hands-on museums throughout the country, including Boston, Brooklyn, Denver, Indianapolis, Jacksonville (FL), Los Angeles, Philadelphia, San Diego and Washington, D.C. as well as the Pawtuckett museum. In a past article, NAPVI also listed additional museums in St. Louis, Hot Springs, AR; Irvine, CA, and Pasadena, CA.

Doesn't it make you wish you were a kid again? Enjoy through yours and learn what your area has to offer. Thanks for sharing, Mrs. Dyar! □□□

A WORD OF APPRECIATION *(Continued from Page 1)*

ren a 'favor' by educating them. It is their right and they are entitled, as any other child. Therefore, we should not be grateful for whatever education they get (no matter how inadequate or inappropriate) but rather seek to get the best for them."

Executive Director Lee Robinson also expressed his appreciation for her fine work, saying "Laura has always presented well the concerns and position of single parents raising visually impaired children on their own. Her input has been invaluable to NAPVI." □□□

SCHOLARSHIPS GIVEN

The American Foundation for the Blind has awarded 1984 scholarships totaling over $25,000 to 17 blind and visually impaired college students. The grants are presented each academic year from the Helen Keller Scholarship Fund for Services to Deaf-Blind College Students, the Rudolph Dillman Scholarship Fund, the R. L. Gillette Scholarship Fund and the Gladys C. Anderson Memorial Scholarship Fund.

Scholarships were awarded on a graduate and undergraduate level in various fields. Scholarships awarded annually are applied for in the spring. Watch for application details in the Spring '85 AWARENESS.

The American Council of the Blind recently awarded scholarships totaling over $25,000 to 17 outstanding blind students pursuing degrees in academic, professional and vocational/technical curricula. In addition to the ACB scholarships, the organization sponsors an annual student seminar in July, publishes a newsletter for postsecondary students and supports the National Alliance of Blind Students.

For further information on any of these programs, contact the American Council of the Blind, Suite 506, 1211 Connecticut Avenue, NW, Washington, D.C. 20036, telephone (800) 424-8666 toll free. Applications for the 1985 ACB scholarships became available in October. □□□

CONTROLLING GLAUCOMA

The Foundation for Glaucoma Research reminds glaucoma patients that there are several ways to help your ophthalmologist control the disease:

1. Remember to use your medications regularly.
2. If you miss using your drops or cannot take them as directed, let your ophthalmologist know. It may be possible to change the prescription or the way it is used to assure maximum benefit.
3. Keep a list of the glaucoma medicines you are using.
4. If you are going on a trip, take extra medicine in case some is lost or you stay longer than originally planned.
5. Let your eye doctor know about any significant changes in your general health and be sure that your family physician is aware that you have glaucoma.

Remember, glaucoma can be controlled and seldom leads to blindness. With early disease diagnosis and regular ongoing treatment, persons with glaucoma can see throughout their lives.

The Foundation also suggests these ideas in "Taking Your Medicine":

— If your doctor has prescribed half a pill, try breaking the pill in half with your fingers. Cutting pills with a knife often results in one usable half and a bunch of useless pieces that must be thrown away.

— Having trouble getting your eye drops on target? Try resting the bottle across the bridge of your nose. Remember to try not to let the tip of the bottle touch eyelids or lashes.

from GLEAMS, newsletter for
The Foundation for Glaucoma Research

RECAPPING A PARENT WEEKEND

By Susan Ellsworth
Executive Director, Connecticut Parents Association

June 15-17, 1984, saw approximately 30 families of blind and visually impaired children and youth enjoying the facilities of Camp Harkness, located on Long Island Sound in Waterford, CT.

Overseen by a fantastic staff of counselors, the young people enjoyed a schedule that included horseback riding, a "Kids on the Block" puppet show, arts and crafts, swimming and lunch at the beach, outdoor games and nature activities. Babies and toddlers were very well cared for by our experienced nursery staff.

Many of the young people, as well as parents, were eager to learn about the advances in technological equipment, computers, aids, etc. now available. Scott Granados demonstrated his abilities on the computer and Tom Wlodkowski demonstrated the VersaBrailler, a piece of equipment we all should know more about.

One of the major areas of concentration at this conference was the inclusion of successful blind adults. We were very fortunate to have with us wonderful individuals who were willing and eager to share their experiences, successes, frustrations, helpful hints, encouragement, pitfalls, and enthusiasm for life.

Also of tremendous value were sessions on Social Security benefits and state library services for blind and physically handicapped persons. Preschool parents met with Julie Urban of the International Institute for the Visually Impaired 0-7, Inc. Socialization and Sexuality were very ably dealt with for parents of school-age kids and older.

On Sunday morning a mock PPT (Parent Placement Team) provided information, education, a few light moments and some heavy realization of just how unprepared most of us are. We must know the law and be as prepared for our children's IEP meetings as the school personnel.

On Saturday evening the families were entertained by the "Hog Hollow Hooters," a zany hillbilly musical group, and our own Cathy Hughey and Jason Ellsworth. Youngsters and oldsters alike found fun and fellowship as our sharing of common experiences allowed us to share even deeper common concerns.

This was the seventh weekend conference offered by CPABVII. Over the years we've provided our parents with exposure to a wide variety of subjects pertinent to our needs: 94-142, wills and trusts, adaptive physical education, eye research and medical advances, the field of low vision — the list goes on and on. We have offered information and educational opportunities, peer relationships for our children, respite care, support, fun and fellowship with people who share common concerns — all at virtually no cost to our families.

We have grown together, laughed together, cried together and held each other up. We know how much we've gained from these experiences, but more importantly, we know how much our children have benefitted by having informed parents.

For networking possibilities with the Connecticut Parent Group, contact Susan Ellsworth, 124 Scantic Road, East Windsor, CT 06088, telephone (203) 627-9138. □□□

CONTRIBUTIONS

Anyone wishing to help NAPVI is invited to make tax deductible contributions. Please send them to the national office.

P.O. Box 180806, Austin, Texas 78718

PARENT WORKSHOPS — WERE YOU THERE?

June 15-17: Connecticut Parents Association hosted 30 families of blind/VI children and youth at Camp Harkness (see related story, page 4).

June 22-24: California Association for Parents of the Visually Impaired attracted approximately 70 families who cherished the opportunity to participate in an interesting program of speakers and activities and the program of speakers and activities and the opportunity to "share" with each other.

June 26-28: Kansas State School for the Visually Handicapped and Kansas Department of Education sponsored REACH OUT — IT'S THERE, a preschool workshop for parents and teachers. Small group sessions included mainstreaming, toys, mobility, braille vs. new technology, low vision training and infant stimulation; also demonstrations with speakers and seven preschoolers. Will be repeated next year, so contact Janie Parr at the school, 1100 State Ave., Kansas City, KS 66102 for more information.

July 27-29: Texas School for the Blind presented a preschool workshop for parents across the state. A highlight of the weekend was a panel of visually impaired adults, including NAPVI Executive Director Lee Robinson, who spoke about their years growing up in residential and in public schools. Preschool coordinator is Stacy Shafer, 1100 W. 45th, Austin, TX 78756.

September 4: Parents and Friends of the Visually Impaired, Inc., Oklahoma City, OK, speaker was Buchanan Elementary School teacher Alvena Stephens, who shared highlights of her years as an instructur for the visually impaired. President of the group, which meets monthly, is Beverly Dustin. Contact them at the Child Study Center, 1100 Northeast 13th Street, Oklahoma City, OK 73117. They celebrate a first anniversary this month!

September 13: The South Florida Association for Parents of the Visually Impaired, Inc. held a Parent Advocacy Workshop with attorneys Mitchell Horwich and Daniella Levine presenting insight into how much a parent can affect a handicapped child's educational placement and program. The South Florida group, organized last spring, has been meeting monthly. Contact person is President Linda Machado, 12040 S.W. 121 Terrace, Miami, FL 33186, telephone (305) 233-4593.

October 19-20: The Arkansas School for the Blind presented "Building a Strong Foundation," a workshop for families of children 0-7. Housing and meals were provided free at the school. Discussions included eye conditions, needs of the multihandicapped, your options when a child turns five and a panel of visually impaired adults. Superintendent and Mrs. Hugh Pace hosted a cookout at their home. □□□

HELPING A BLIND ADULT

Reprinted from *The Braille Forum.*

Because blind people (or parents of blind children) are sometimes sensitive of the way the "blind" are treated, we asked permission from *Braille Forum* Editor Mary Ballard to reprint this letter in AWARENESS. Although it was written in response to a specific incident, it contains many food-for-thought attitudes that many of us need to be reminded of — and they come from the perspective of a blind person. —ed.

Dear Editor:

I'm upset by the article in the July *Braille Forum* reporting on testimony before a Congressional committee about the treatment of blind and visually handicapped travelers by the airlines. It and many private comments I hear at conventions, etc. have the overtone of: "Those stupid sighted people act outrageously!"

Being totally blind, a rehabilitation teacher for over 30 years and an active participant in many sighted organizations, I understand these irritations and frustrations only too well. However, I believe that criticism and venting of anger is a deterrent in achieving our goals of independence and acceptance as equals. I believe that education and being understanding and "like others" is the more productive course.

We have to recognize and accept the realistic fact that blind and visually impaired persons constitute a small portion of the population. If they also are nonwhite, women, or burdened by mental or additional physical limitations, then we are even a smaller minority. Many sighted persons go throughout life without ever speaking to one of us. Fortunately the media is doing a lot to change public opinion, but even then, the reaction often is: "Well, he's one in a million." I have had sighted friends with whom I have worked in organizations for many years suddenly pop out with: "But how do you know which color of shoes you are wearing?" or "How can you cook without burning yourself?"

Sight seems so absolutely essential to most people that it is very difficult to accept the possibility of functioning satisfactorily without it. Many blind persons fail to recognize this "lurking disbelief" even in their closest associates. As a result, a blind person is so annoyed by a question like, "How do you find your mouth to eat?" that he may give a flip answer that will "put down" the questioner and make him uneasy about associating with visually handicapped people.

Sure, it seems stupid when a would-be guide who is facing you directs his voice toward your right and says, "Go to the left . . . " Remember, you have probably experienced such situations many times, but it may be the first time for that sighted person. We have to learn to obey the direction of the voice rather than the words.

I believe that almost everyone wants to assist a visually handicapped person, primarily because they cannot imagine anything worse happening to someone. With my philosophy, I find it much easier to be patient, tolerant, and appreciative of good intentions. If we don't exhibit these qualities, people trying to be helpful will avoid us.

Further, no two blind persons are alike or want the same type of assistance. How can the stranger know? I know totally blind persons who are very capable in some areas but need an extra amount of assistance in other areas. I know legally blind persons who need help in strange places or in poor lighting. If our actions indicate we have a visual limitation, or if a stewardess calls ahead for "assistance," how can the provider know just how much to offer? I think we need to educate people to ask how they can be helpful, but we should not humiliate them if they make assumptions based on no experience or on prior experience.

Also, we need to recognize that policies are set up to make it easier and more efficient for airport staff. Why make a scene just because we don't like their policies? If the airline has arranged for an electric cart, or even a wheelchair, it doesn't hurt us to go along. After the Philadelphia convention, I made a short trip to Virginia. The airline asked me to wear a large button reading, "Assistive Services." I didn't particularly like the "publicity," but I didn't know any of those who might read it. And why ask them to break rules when, in all other respects, they were most courteous and helpful? If I refused to obey rules and some accident happened, then the staff member is to blame.

The writer was indignant that some multihandicapped person would be asked to sit on a blanket for fear he could not control his bladder. Experience probably caused that ruling. I know individuals who have been careless and have had accidents with themselves and with their guidedogs. Our personal behavior is the only way to offset fears of this kind.

I have taken a lot of words to make a plea that we blind and visually handicapped people try to understand those who want to help us and to seek ways of quietly demonstrating our abilities and expressing our needs. There is no one rule or method that meets all our needs. Let's encourage public transit companies to understand that we are all different and not to assume we should be treated alike.

—Juliet Esterly, Walnut Creek, California

FOOD FOR THOUGHT

Beauty in the heart that longs for it is more sublime than the eyes of him who sees it.

—Kahlil Gibran

PET PEEVES OF BLIND PEOPLE

(who live with sighted people)

The original list was first published in the *Braille Forum;* what follows is an amended list after consulting with some blind teenagers:

1. Leaving doors half open, especially cabinets, etc. above the level of cane detection.
2. Leaving chairs pulled away from the table.
3. Moving furniture while you are away or asleep.
4. Using things and not putting them back in the same place.
5. Telling you that you wouldn't be interested when they are reading from print, like newspapers.
6. Leaving wires of appliances stretched across travel areas.
7. Giving inadequate descriptions during movie or TV shows.
8. Saying that something is "right here."
9. Having people ask your Mom what you want — when you're standing right there! □□□

National Association for Parents of the Visually Impaired, Inc.

• support
• information
• service

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THE BOTTOM LINE . . . of your AWARENESS address label now gives the last year we received a membership payment from you. Board policy is to serve current members and then others only as time and money permit. The NAPVI membership year runs from January 1 to December 31, with those paying after November 1, 1984 becoming 1985 members. Keep your membership current and your AWARENESS coming — check the bottom line!

A PLACE TO TURN

Walk down the aisle of any variety store in mid-August and the tiers of notebooks, binders and satchels for school-bound students is staggering. When the array baffles the parent, a convenient list of needs for students in each grade is posted close at hand.

Parents of blind children do not have such luxury when shopping for "supplies." There are no racks of canes, slates or large-print textbooks to choose from. Lists of needs must often be tracked down in specialized agencies.

Often parents are forced to seek help from a myriad of people in order to find the right learning aid for the visually impaired child. Such devices are often expensive and a serious impact on the family budget; and how does the parent know if the item in question will really do what the salesman claims that it will? Many parents have "horror stories" of being taken in, of buying worthless merchandise. Nor is the help always easy to find and in one spot. Perhaps the parent will have to "send away" for something he hopes will be helpful, then wait for five or six weeks before it arrives.

The National Association for Parents of the Visually Impaired, Inc. (NAPVI) was founded to become a central resource of information for parents. NAPVI has published a book entitled *Take Charge! A Guide to Resources for Parents of the Visually Impaired* listing resources available on a national level. The book also offers suggestions and encouragement to parents searching for resources for blind children on the local and state level.

If the search fails, the parent finds that help is only as far away as the mailbox or telephone, as NAPVI reaches out to offer support, information and service.

Parents of blind and visually impaired children will never have the variety-store luxury of finding "supplies" and resources for their children, but NAPVI is determined to keep its storefront of advice on how to find and use necessary resources "open for business." □□□

THE BLIND AND FINE ARTS

Friends-In-Art is a new national special-interest affiliate of the American Council of the Blind (ACB). It aims to enlarge the art experience of blind persons — not only those who have already been exposed to art but also of those who have never visited a gallery, museum or concert hall. They are interested and involved in visual and tactile art, music, writing, drama, photography and other various art forms. Friends-In-Art members have found that, through art, blind people have been drawn into the seeing world.

A newsletter available in large-print and braille, "Log of the Bridgetender" includes organizational announcements, art comments and book reviews. Membership information is available from Barbara Chandler, 911 St. Andrews Place, College Park MD 20740, telephone (301) 935-5772. □□□

National Association for Parents of the Visually Impaired, Inc.

• support
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• service

P.O. Box 180806, Austin, Texas 78718, Tel. (512) 459-6651

ORDER FORM

PLEASE SHIP THE FOLLOWING ITEMS:

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
	*"TAKE CHARGE!...." (Nousanen & Robinson)	$5.50	
	*"A Guide to Library Resources" (Nousanen)	$9.50	
	*"Parents to the Rescue" (Robinson)	$2.00	
	*"How To Pack 'Em In..." (Katskee & Corey)	$3.00	
	NAPVI MEMBERSHIP BROCHURES	-0-	
	NAPVI: THE AFFILIATION PROCESS	-0-	
	NAPVI FACT SHEET	-0-	
	NAPVI PUBLICATIONS LIST	-0-	
	AWARENESS PRINTING SCHEDULE	-0-	

* A check, money order or purchase order must accompany the form when ordering these items. Postage and handling are computed into the price of the publication.

SHIP TO:

Name: _____

Agency: _____

City, ST., Zip_____

Phone:_____

BILL TO:

Name:_____

Agency: _____

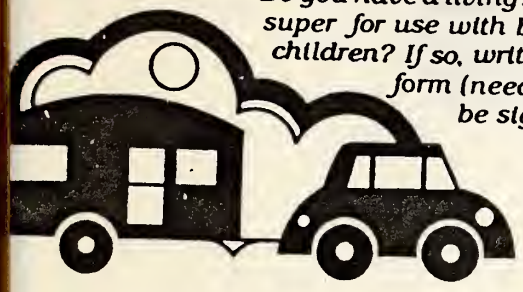
City, ST., Zip_____

Phone: _____

All orders will be mailed parcel post economy rates unless otherwise specified. Please allow 3-5 weeks for delivery.

LIVING SKILLS HINT . . .

Do you have difficulty keeping your blind or visually impaired child happy and occupied when you take long trips in your car? If so, you might want to try Gail Hedgecock's hint. Gail writes that she gets asbestos metal coverings that you put on the stove and strips of ,nets (can be purchased at any hobby store). She puts the magnets n army men & animals (any small "girl" or "boy" stuff would do) and ner son plays with them in the car. They stay in place while he enjoys them and the trip is more enjoyable for the whole family. Especially nice for long vacations, but why not the doctors' office, etc.?



Do you have a living skills hint that you think is super for use with blind or visually impaired children? If so, write it down in a paragraph form (need not be typed but should be signed) and sent it to:

Hints
Newsletter Editor
500 Laughrun Drive
Forrest City, AR 72335

RESOLUTION IN SUPPORT OF PUBLIC LAW 94-142

BLOCK GRANT PROPOSALS: *You Made the Difference; Another Fight Looms*

LEADERSHIP INSTITUTE CONVENES

WINTER CAMPS

HE BRAILLER: CARE AND USE

With school "just around the corner" our thoughts turn to hes, car pools and books. For our blind students it will also an having equipment like braille writers in good shape. s article is a reprint from a VISERV/Colorado newsletter.)

he following recommendations for use and care of the iller were made by Jo Bushnell, a Denver area unteer who performs an invaluable service by 'ng braillers. Jo also is a volunteer braillist for the na Bureau for the Blind and Physically dicapped in Chicago.

opping Bag . . .

FFEE KLATCH HOUSEHOLD HINTS is available large print or voice-indexed cassette for $2.50. It con- ns 125 suggestions for cleaning, baking, cooking, ving, laundry and more. Order from Visually Impair- Secretarial Transcribers (check payable to VISTA), Patricia Price, 337 S. Sherman Drive, Indianapolis, 46201. Sounds like this might be helpful to a teen rning daily living skills.

* * * * *

FOOD FOR THOUGHT

I ask you to help us still more . . . I hope you will k with us, striving to hasten the day when there shall no blind child untaught, no blind man or woman ided."—Helen Keller □□□

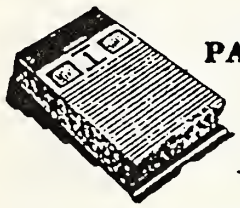
E PARENT'S HIGHEST HURDLE: Letting him try

Spring is finally here and with warmer weather the joggers d the bikers will be out in full force.

My son Kenny will be one of those bikers. Some might "My son can't do that, he's blind." Well Kenny is blind, nd he does run and ride a bike, swim and wrestle. nen he was four-years- e of me with a rope b+ e.

BOARD ELECTIONS COMING UP

The NAPVI Board of Directors is designed so that every region of the United States is represented by a board member. A system of rotation devised by the board allows elections each year of new board members from designated regions for a term of four years.



PARENT GROUP CALENDAR OF EVENTS

Little Rock, Arkansas -
The Arkansas Association for Visually Impaired Children and Youth will have a formation meeting May 14 at the Telephone Company Building. Theme of the meeting is Summer Survival '83 with ideas about how parents can make it through the summer months cheerfully!

THE BLIND ACHIEVE

Our focus, this edition, is on Tom Wlodkowski, a blind sophomore student. Tom, the 15 year old son of Dr. and Mrs. Henry Wlodkowski, in Southington, Connecticut, has been blind all his life. He does not feel he has had any problems in getting along in today's world. "Everybody knows I'm blind and they accept me," says Wlodkowski.

A PERSONAL VIEW OF THE HANDICAPPED

By MICHAEL A. ALEXANDER, M.D.
Medical Director, D.T. Watson Rehabilitation Hospital and clinical professor, University of Pittsburgh

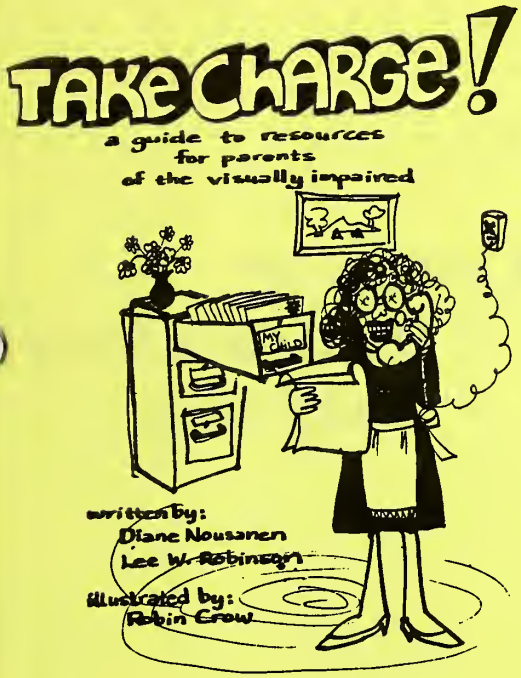
I feel I have unique credentials in the rehabilitation of children. After medical school I did a training program in pediatrics and also in physical medicine and rehabilitation, becoming boarded in both. My best credentials, ad polio at age three, then w old with a significant

AWARENESS

PUBLICATIONS FROM NAPVI, INC.

"How To Pack 'Em In: A Guide for Planning Workshops," by Linda Katskee and Fay Corey, Dallas, Texas: NAPVI, Inc., 1983.

A handy checklist for any parent thinking of staging a meeting, from the very first planning stages to the end result - a successful parent workshop! Contains many helpful suggestions on obtaining just the right speaker, finding the best location, handling motel and restaurant arrangements and keeping a tight rein on the budget! Illustrated, paper-bound.



"Take Charge: A Resource Guide for Parents of the Visually Impaired," by Diane Nousanen and Lee Robinson, Austin, Texas: NAPVI, Inc., 1980.

An extensive listing of resources available to parents. Thorough descriptions of 'SSI,' 'Travel Concessions for the Blind,' 'Rehabilitation Services' and 'National Organizations Serving the Blind' included. Major bibliography section includes books, films, tapes, magazines, newsletters available on wide range of topics. Illustrated, with lined note pages.

A Guide to Library Resources for Teachers of the Visually Impaired, compiled by Diane Nousanen, Austin, Texas: NAPVI, Inc. 1980.

An annonated listing of resources available in the library on such subjects as 'technology,' 'causes of blindness,' and 'educational practices.' Topics include cataloging and classification, general guides, book reviews, periodicals, statics, government documents, films and materials. 60 single sided pages meant to be taken along to the library and well thumbed through in the search for resources concerning the visually impaired.

Parents to the Rescue, written by Lee W. Robinson, Austin, Texas: NAPVI, Inc., 1982 - An address delievered by Lee Robinson at the 1980 Helen Keller Centennial Congress in Boston, MA., it is a call to all parents of visually impaired children to assume their roles as case managers for their children.

To order the following publications, complete the following order form, cut on the dotted line and return, with your check to

NAPVI, P.O. Box 180806, Austin, Texas 78718.

_____TAKE CHARGE: A RESOURCE GUIDE FOR PARENTS OF THE VISUALLY IMPAIRED ($5.50)
_____HOW TO PACK 'EM IN: A GUIDE FOR PARENT WORKSHOPS ($3.00)
_____A GUIDE TO LIBRARY RESOURCES FOR TEACHERS OF THE VISUALLY IMPAIRED ($9.50)
_____PARENTS TO THE RESCUE ($2.00)

Enclosed is my check for $_____

Name and mailing address: _____

_____ _____
Signature

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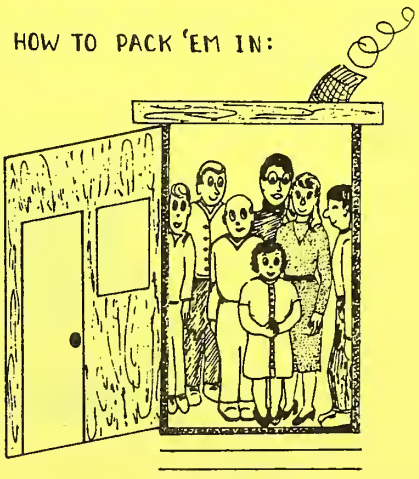
National Association for Parents of the Visually Impaired, Inc.

NEW FROM NAPVI:

How To Pack 'Em In:
A Guide to Planning Workshops

Written by Linda Katskee and Fay Corey
Illustrated by Verla Lewis



A GUIDE TO PLANNING WORKSHOPS

NAPVI MEMBERSHIP APPLICATION

Dear NAPVI President:

Please send my membership for the 198____ year.
(Expires December 31)

Check One:

- ☐ Parents and Families — $5.00
  Birthdate(s) of my visually impaired child(ren):
  _____
  I wish to be a member of the following affiliate:
  _____
- ☐ Community Groups & Agencies: $15.00
- ☐ Associate: $3.00
- ☐ Supporting: $50-$200
- ☐ Sponsoring: $200-$1,000
- ☐ Patron: Over $1,000

NAME _____

ADDRESS _____

CITY _____

STATE _____ ZIP _____

TELEPHONE (_____) _____

Enclosed is my check in the amount of $ _____

This is a: ☐ new membership ☐ renewal

_____
SIGNATURE

National Association for Parents of the Visually Impaired, Inc.
P.O. Box 180806
Austin, Texas 78718

"Parents must regard themselves as the long-lasting resource and the only consistent persons who continually have the child's interest at heart throughout their lifetime. This organization now is a means to help them fulfill that function."

—Lee Robinson

The National Association For Parents of the Visually Impaired, Inc.

P.O. BOX 180806
AUSTIN, TEXAS 78718
(512) 459-6651

The National Association for Parents of the Visually Impaired (NAPVI) is a non-profit organization of, by and for parents committed to providing support to the parents of children who have visual impairments.

GOALS and OBJECTIVES

Promote and provide information through workshops and publications which will help parents meet the special needs of their visually impaired child.

Promote the development of state and local organizations of, by and for parents of visually impaired children.

Increase public awareness about the visually impaired so they are accepted by society.

Foster communication and coordination of services among federal, state and local agencies and organizations involved with the visually impaired.

National Association for Parents of the Visually Impaired

- **SUPPORT**
- **INFORMATION**
- **SERVICE**

CATEGORIES FOR MEMBERSHIP

PARENTS AND FAMILIES (Voting member — one vote per membership)

Will receive our quarterly newsletter, legislative alerts, information-sharing opportunities, referral to needed services, contact with other parents and a collective voice.

DUES: $5.00/year

COMMUNITY GROUPS AND AGENCIES Federal, State and Local (non-voting membership)

Will receive our quarterly newsletter and related information.

DUES: $15.00/year

ASSOCIATE (Non-voting member)

This category is for any individual interested in supporting the work of NAPVI. Will receive our quarterly newsletter.

DUES: $3.00/year

CONTRIBUTING MEMBERSHIPS:

These memberships assist NAPVI in providing needed service information and assistance to parents of visually impaired children.

SUPPORTING ..... $50-$200
SPONSORING ..... $200-$1,000
PATRON ..... OVER $1,000

CONTRIBUTING MEMBERS will receive recognition for their tax deductible donation.

You can donate your time and talents. Tell others about us and let us know how we can help.

A visual impairment may be blindness or an inability (or limited ability) to process information through the sense of sight in a normal or correctable manner.

FOR MORE INFORMATION:
Write or Call:

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AWARENESS
FALL 1982

Choosing Toys for Visually Impaired Children

by Libby McAleb

The holiday season draws near and, as parents of visually impaired children, you might be wondering what to buy your child for Christmas. The following tips and considerations are some guides to think about when helping your child make a gift list to Santa:

(1) Because a child is visually impaired, it does not mean that he cannot ride a tricycle, bicycle, or riding toy. If he has no vision at all, include horns, bells, or anything that will make the tricycle more exciting and fun.

(2) If a child has extremely limited vision, almost everything he learns will be from the vision he has remaining and from the use of his other senses (touch, hearing, taste, smell). The visually impaired child must have new experiences just as sighted children do; therefore, any real and "true to life" gifts can assist the child in learning about the environment in which he lives. If the child is mature enough, a new pet might be a very good gift. He can learn about real life experiences through gifts such as a miniature boat to float in the water, or a cook set where you can actually mix, cook, taste, and smell what has been prepared. Without the benefit of seeing the "real thing," the visually impaired child needs "hands on" experiences.

(3) The young child who has low vision will benefit from toys with bright contrasting colors to stimulate his remaining vision.

(4) The young child with no vision at all, or very little, will probably prefer toys which are musical, noise making, or mechanical.

(5) Toys, or gifts, that will teach the child about textures (touch and feel books) and temperatures should be considered.

(6) Toys and games can be adapted. If the child has enough vision, board games, coloring books, etc., can be outlined or marked with a felt-tip pen. Many games such as cards and bingo can be marked in braille for the braille reader.

Most of all, remember when choosing gifts for your child that every child, sighted or blind, is a different individual. The majority of toys that are made for sighted children can also be enjoyed by visually impaired children if they are given the chance to learn how to use them and are actually shown (hands on) how these toys are to be played with appropriately. It may take more time and more guidance from you, as parents, to teach them.

The following lists of toys are based on experiences of my own, other professionals, parents, and various publications. This is by no means complete and your child's developmental age and the extent of visual impairment should be considered when using this guide:

Musical and Noise Making Toys: See 'n Say, push-pull toys (boats, trucks, cars), music boxes, toy instruments (drums, tambourine, harmonica, etc.) tape recorder, record player, radio;

Bright and Contrasting Colors: mobiles, crib toys, squeeze toys with sound and color, floating water toys, cuddly toys, balls of all kinds;

Fine Motor Toys: stacking disc, peg boards, beads to string, puzzles, form boards, shaped sorting boards, busy gyms;

Riding and Outdoor Toys: wagon, bicycle, tricycle, rocking horse, slide and swing set, swimming pool, sand box;

Imaginative and Creative Play Toys: cook sets (also teach self-help, eating) telephone, tool sets, dolls and puppets, activity sets, flannel board with shapes, numbers, letters;

Books of all types: large print for low vision child, braille books, scratch and sniff, touch and feel books with large contrasting pictures.

Although most gifts and toys can be purchased at local toy stores, the following companies sell toys and aides which are made specifically for visually impaired people. Catalogs can be ordered for toys and gifts that they carry: American Printing House for the Blind, P.O. Box 6085, Louisville, Kentucky 20706; American Foundation for the Blind, 15 W. 16th St., New York, NY 10011; and Print-A-Log, Box 385, Wayne, PA.

Although Playpath child development toys made by Johnson & Johnson are not made specifically for blind infants, I have found them very stimulating for the visually impaired. Some of the toys include clear rattles, red rings, tracking tubes, rolling circus and spin-a-round. A few of the companies who sell the entire Playpath line are: Flag House, 18 W. 18th St., New York, NY 10011; The Formative Years, Inc., Box 130-1, Route 3, Westbrook, CT 06498; and Kaplan School Supply, 600 Jonestown Rd, Winston-Salem, NC 27103. □

Libby McAleb is a children's specialist with the Office for the Blind and Visually Impaired in Arkansas.

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AWARENESS

SPRING 1982

PARENT TO PARENT

By Jeanie Flack, Billings, MT
NAPVI Board of Directors

I was sitting here on the porch looking at my pretty yellow flowers coming up, thinking about how pretty the sky looked today, when I saw a little girl with blond hair pass by in a red dress. I thought how cute she looked — and then I wondered if I would have paid that much attention to her if she had been wearing two different colored socks and shoes. The answer was "yes," but in a much more negative way. It's only natural that we look at something "pretty" in a positive way and the "not so pretty" in a negative way.

I've noticed that sometimes parents think that, because the blind child can't see, it really doesn't matter how he looks. We all know that being blind increases the stares our children get. But if they're clean and neat, with a nice tan and brown plaid shirt on top of dark brown corduroy pants instead of mismatched shirt and pants, they will receive much less negative feedback.

Learning about dressing and grooming does not come naturally to any child; it has to be taught. The blind child should be taught how important it is to wear coordinated clothes and socks; to be sure he or she is neat and clean. Just because he can't see himself doesn't mean others won't. After all, when we dress up it generally isn't to see ourselves; it's so others will see how nice we look. Vain maybe, but true.

There are tags you can get in braille for clothes; there is also a method of using small pins on clothes to teach the small child to sort out colors. For more information on this, please write to me in care of NAPVI.

Positive input, such as "Gee, you sure look great today, Tommy; I like your nice blue shirt!" really helps to keep a child interested in his appearance. And always talk about colors — because his world is full of color even though he can't see them. In his sighted world he will have to know all about color!

THE PARENT'S HIGHEST HURDLE: Letting him try

Spring is finally here and with warmer weather the joggers and the bikers will be out in full force.

My son Kenny will be one of those bikers. Some might say "My son can't do that, he's blind." Well Kenny is blind, too, and he does run and ride a bike, swim and wrestle. When he was four-years-old, he learned how to run along side of me with a rope between us. Now, at 10, he can run a mile.

When he said he wanted to learn how to ride a bike, I was scared out of my mind. I didn't let him know that, though. There we were — him half on, half off the bike and me running along side — him falling and me crying. But he learned how to ride it; not without a few bruises of course, but then, most children get a few of those in the process of learning.

So visually impaired and blind children can ride a bike or swim or wrestle, run and jump. Don't hold your child back from building his athletic abilities anymore than you would from braille or math just because he is blind. It might have to be taught in a little different way than with a sighted person but blindness is a loss of sight, not the ability to use any other body part. It is important in life to have a strong, flexible body.

Dad, get your boy out in the yard and teach him to throw that ball. There are specially adapted balls that have bells inside them so your child can hear when they come toward him.

Another thing that really improves coordination is gymnastics. It builds good posture and strong muscles — something blind children don't always have. Start your child into some exercise and see if he doesn't feel better. And, hey, you could use some, too!

NAPVI — A miracle worker!

I was asked the other day what NAPVI has done for me, both as a board member and as a parent of two blind children.

Well, it really has changed a lot of my feelings and made me more positive.

I suppose the thing that has really helped the most is seeing some of the other members' children. Some are the same age as my 10-year-old Kenny. Until I met their children, I'd never seen a blind child the same age. I can't really explain the feeling this gave me, a feeling of knowing there are other children just like Kenny. It felt so good just knowing this. I know now that we, as parents of visually impaired children, all share the same feelings; that we are not alone.

I have also met some adult visually impaired people at some of the workshops and this has given me great hope for my children; adults who give speeches, hold down good jobs, go to college and who are very happily married.

I've learned a great deal about P.L. 94-142 and other laws. This in turn will help out my children. I have come to realize that standing up for your child is right, not wrong. I have learned that teachers aren't always right but they're not always wrong, either.

I have learned to deal with my children more positively through the workshops I've attended.

Most of all, though, I've learned that we do need to do something like help with a fund drive or work with a parent group to give us some positive things to think about. I have learned that I can't possibly do everything for my handicapped children; I have to face this honestly and accept help where I couldn't have before.

I have had the chance to meet some of the dearest people in the country.

NAPVI is a miracle worker — what more can I say!

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AWARENESS
FALL 1983

CHOOSING TOYS FOR CHRISTMAS
(or any other time)

The toy shelves are brimming over with toys of all kinds and it is frequently difficult for parents to decide what is *the* toy that will meet their criteria for a worthwhile toy and still be enjoyed by their child. The following guidelines and suggestions, we hope, will help you in the annual dilemma of choosing toys for your child for Christmas.

General guidelines in choosing toys for a blind child:
1. Try to choose toys that can be played with alone or with somebody else.
2. Try to find toys that are easy enough for the child to play with and yet challenging enough so that he is learning something.
3. The child should be able to figure out what to do with the toy and should find satisfaction in being able to play with it correctly.
4. It should involve his other senses.

The following lists of toys are only suggestions as there are MANY to choose from and many that are equally as acceptable:

Toys for Vision: brightly colored toys, picture books, shiny toys, toys with lights.

Toys for Hearing: talking phone, musical ball, jingle bell ball, pull toy with music, noisy cars, talking dolls, see-n-say, tape recorder, toys with horns or bells, musical instruments, xylophone, rattle.

Toys for Body Image: dress up clothes, hoppity hop, swing or tire swing, bar to swing on, tandom bike, tricycle or bicycle, rollerskates, doll or Barbie doll, indoor or outdoor slide.

Self-Help Toys: teething necklace, spoon, dish, training cup, toys with zippers, snaps, and buttons, lace boot for tying.

Toys for Touching: beads for stringing, clay or play doh, legos or blocks, texture puzzles, peg board, finger paints, shaving cream, hammer and peg bench, shape sorter, shape puzzles, sewing cards, scratch-n-sniff books, cone with graduated rings, small cage that child can put different objects into.

*Guidelines and list came from a South Carolina agency.

REPRINTS

have all the
child needs? This is
really comes
school without the
than a class
a chance to grow,
or her abilities? This is
answer yes to this one,
The right to
to change, to learn from
ones. If the
then all the special
not make a bit of difference

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AWARENESS

SUMMER 1982

Is This The Right Placement?

By Kay Ferrell

Every fall, parents all over the country are faced with the same question: "Is this the right educational placement for my child?" The answer, of course, is not an easy one. A child can do well in one type of placement one year and do miserably the next. Placements that seem fine on paper can turn out to be poor in practice. On the other hand, placements that at first seem ordinary can turn out to be exciting, really good programs.

How do you decide?

First of all, **know your options.** Two phrases that teachers and other professionals use are "continuum of services" and "least restrictive environment." The continuum of services is a sliding scale of classroom placements, starting with the regular classroom in the neighborhood school, moving through classrooms with several types and amounts of support services, and ending with special or residential schools, which may or may not be found near the child's home. The "continuum of services" is meant to be an active process, where children move up and down the scale (and thus in and out of placements), depending on their needs at any particular point in time.

"Least restrictive environment" is tied into the continuum of services, and means an educational placement that gives a child the necessary support and the greatest amount of integration with sighted children in regular education. Again, the least restrictive environment changes depending on a child's educational needs at any point in time.

Options most often available for visually impaired and/or multihandicapped children are:

— Regular classrooms, where children spend varying amounts of time with a teacher of the visually handicapped, ranging from consultation visits once a year to a specialized instruction on a weekly or daily basis.

— Regular classrooms, where children spend almost half or more of their time in a resource room with a teacher of the visually handicapped.

— Special classrooms in local schools, where most instruction occurs with other handicapped children, but children join regular classrooms for art, music, and/or physical education.

— Classes in special schools (residential or day program), where all or most instruction occurs with handicapped children.

Kay Alicyn Ferrell is the National Consultant in Early Child Development for the American Foundation for the Blind, Inc. Before joining AFB, Dr. Ferrell taught junior and high school students at the New York Institute for the Education of the Blind and she also worked as an itinerant teacher for the Virginia Department for the Visually Handicapped.

This leads to my second point: **Know your child's current "level of functioning."** Placement decisions cannot be made without looking at what the child already knows. The information is included in the Individualized Education Program (IEP) as the "current level of functioning." Sometimes this section of the IEP contains too little information, or does not sound like the child you know. Ask to have test results explained and add your ideas too.

Third, **know your child's educational objectives.** One of the purposes of the IEP meeting is to plan the child's goals for the next year. These goals (known as short- and long-range objectives) should make sense to you and go beyond the current level of functioning.

Fourth, **ask yourself the following questions:**

(1) At what point was the educational placement decision made, and by whom? The best placement is based on the child's needs at that particular point in time. Therefore, the educational placement cannot be made until the goals and objectives are written. The choice of placement should be made at the end of the IEP meeting and should be a joint decision by teachers, administrators, and parents.

(2) Was your child made to fit the placement, or was the placement made to fit your child? Again, the idea of a continuum of services means that children can move in and out of support services as necessary. Children should get what's necessary, not just available.

(3) Are there opportunities for play and social interaction? Regardless of the type of class, there should be chances to develop social skills with adults, handicapped peers and nonhandicapped peers.

(4) Are there good role and behavior models? Good motor, language, and behavior models are especially important for visually handicapped children.

(5) Is the classroom teacher trained to work with visually handicapped children, or does the teacher have access to someone who is trained? The amount of involvement by a teacher of the visually handicapped really depends on how much help your child needs. But, because a visual impairment can affect the *way* a child learns (not *what* a child learns), a teacher of visually handicapped should be involved somewhere in your child's placement.

(6) Is the classroom located in a building that is accessible to your child? An accessible building is one where handicapped persons can get around safely on their own, without needing someone to guide them. Although all children need help sometimes, they should at least be able to move around if and when they want to.

(7) Does the classroom or school have all the specialized books, materials, and equipment your child needs? This is where the idea of least restrictive environment comes into play. A classroom in the neighborhood school [illegible] the necessary materials and equipment may be *more* restrictive than a class in a residential school. And finally,

(8) Does the placement give your child a chance to grow, develop, and make the most of his or her abilities? This is probably the key question, for if you cannot answer yes to this one, then all the other answers don't count. The right to a free, appropriate public education means the right to change, to learn from past experiences, and to go on to new things. If the placement does not offer this to your child, then all the special materials and equipment in the world will not make a bit of difference.

Of course, the best educational placement may not be clear even after answering all these questions. Then again, the answer might be clear, but the placement may not exist. The job, then, becomes a balancing act, where parents and schools work together to find the best answer. In this process, both parents and schools may have to do a little give and take. So, set your priorities. Know what's really important and what's not so important—and stick to it.

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AWARENESS
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THE PARENT AS 'HOPEFUL SKEPTIC'

by Lee Robinson, President

To watch computers translate from print to braille and still other computers read print aloud seems almost like magic. Closed circuit television for enlarging print, recorded encyclopedias, low-vision lenses and other technical aids — all make it seem that sooner or later great inventions will make blind children see. In fact, science is experimenting with electronic implants that seem to produce rudimentary images in the brain.

What does all this mean for our children?

With breakthroughs in science happening almost all the time, maybe the answer will be found. Perhaps medicine will find ways to prevent all kinds of eye diseases and repair all sorts of injuries. Perhaps someday there will be some device which will provide all of the dimension and accuracy seen by the natural eye. Maybe someday...

But now there is no single device or treatment that helps **everyone** see better or learn better or perform a job better. There is no single solution to everyone's sight problem.

When we see articles about new inventions for the blind in the newspapers, magazines or on TV, we need to realize that such stories are often exaggerated by the media or that those 'breakthroughs' may still be very experimental. Other considerations should also be made before too much enthusiasm is built: Is it better to provide expensive artificial aids or to develop the use of other abilities to accomplish tasks? Is the aid meant for educational or vocational purposes? Will the device bring dependence or independence? What skills will it take to use the device successfully?

The point is that each new invention or discovery will provide assistance for someone. However, each requires thoughtful consideration before use. Many aids go unused after the novelty wears off. Listening as a way of learning, for example, may if used to excess, leave a child unable to read without recordings. Untested methods or treatments may prove damaging.

As parents, we must encourage the development of new devices and treatments without rushing recklessly after expensive solutions that do not fit our child's needs. We must always support efforts to cure but be able to accept the fact that the discovery in question may help someone else's child instead of our own. We must always be hopeful skeptics.

Perhaps NAPVI can help. If you have heard of a product, discovery, or aid which you'd like more information about, let us know. We will help you find information or people who can answer your concerns. As we get answers we will be able to share them with many parents.

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